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ABSTRACT

The purpose of this study was to observe and describe the functions, processes, and relationships of shared decision-making in the Instruction and Research (I & R) units of multiunit Individually Guided Education (IGE) elementary schools. Data for the study were gathered through interviews and observations of 16 I & R units at 8 IGE schools of diverse location, socioeconomic level, and ethnic composition. Data were analyzed by I & R units and across I & R units according to the responses of the staff and based on field notes and observations. Among the study's major findings were the following: 1) the membership, modes of operation, and functions of I & R units varied from the prototypical multiunit organizational model; 2) unit members felt they derived much benefit from membership in the unit and shared a sense of togetherness; 3) I & R units were dynamic groups--high in complexity, low in centralization, low in formalization, and low in stratification; 4) the shared decision-making process in units was interactive, with consensus by silence being the predominant method; and 5) unit members were satisfied with the decision process and decision at the unit level, but less satisfied with decisions at the schoolwide level. (Author/JG)

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Technical Report No. 420

DECISION MAKING OF THE INSTRUCTION AND RESEARCH UNIT IN IGE SCHOOLS: FUNCTIONS, PROCESSES, AND RELATIONSHIPS

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by

Sandra Jane Kawleski

Report from the Project on
Organization for Instruction and Administrative Arrangements

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The University of Wisconsin
Madison, Wisconsin

October 1977

EA 010 031

This Technical Report is a doctoral dissertation reporting research supported by the Wisconsin Research and Development Center for Cognitive Learning. Since it has been approved by a University Examining Committee, it has not been reviewed by the Center. It is published by the Center as a record of some of the Center's activities and as a service to the student. The bound original is in the University of Wisconsin Memorial Library.

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- offering assistance to educators and citizens which will help transfer the outcomes of research and development into practice

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The activities of the Wisconsin R&D Center are organized around one unifying theme, Individually Guided Education.

FUNDING

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I wish to dedicate this study to my mother, Bernice Kawleski, and my father, the late Peter P. Kawleski, whose love, understanding, and faith have served as a constant support throughout my life.

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Abstract

DECISION MAKING OF THE INSTRUCTION AND RESEARCH UNIT IN IGE SCHOOLS: FUNCTIONS, PROCESSES, AND RELATIONSHIPS

Sandra Jane Kawleski

Under the Supervision of Professor James M. Lipham

The purpose of this study was to investigate the functions, processes and relationships of shared decision making in Instruction and Research (I & R) Units in IGE elementary schools. The theoretical foundations included IGE, social systems, group dynamics, leadership and decision theories.

Field methodology was employed to examine sixteen I & R Units of eight established IGE schools, diverse in location, socioeconomic level and ethnic composition. Data were collected through interviews and observation. Data were analyzed by I & R Units and across I & R Units according to the responses of the staff and were based on field notes and observations.

The major findings were:

1. The membership, modes of operation, and functions performed by the I & R Unit varied from the prototypic multiunit organizational model.

2. Group cohesiveness was high in most I & R Units. Unit members felt they derived much benefit from membership in the unit and that they had a considerable sense of togetherness.

3. The predominant communication process used during decision making was the total interaction communication network. This network became inefficient if the process were not guided by systematic methods to lessen confusion and frustration. Few organized attempts were made to clarify the issues in the decision process and to pose possible alternatives with pros and cons of each.

4. A task structure became very complex as the task tended to affect more people, especially other unit members, members of other units, and students with specific problems which appeared to be beyond the control of the unit teacher.

5. I & R Units were dynamic groups--high in complexity, low in centralization, low in formalization, and low in stratification.

6. Two types of group interdependence were defined for the study, planning interdependence and instructional interdependence. Units varied in the amount of interdependence they developed among unit members. Units with low interdependence patterns tended to stress planning rather than instructional interdependence.

7. Unit members did not perceive instrumental leadership as a function of the unit leader position. Instead, leaders were viewed as providing supportive and participative leadership behaviors.

8. Supportive and participative leadership behavior was important to effective functioning of the unit and to teacher satisfaction with decision making.

9. The shared decision making process in the I & R Unit was interactive, with consensus by silence being the predominant method of deciding. Occasionally, controversial solutions were subjected to vote.

10. Unit members were satisfied with the decision process and the decisions made at the I & R Unit level, but were less satisfied with decisions made at the schoolwide, IIC level.

11. Such organizational and personal variables as principal leader behavior, colocation of unit members, and open and amenable personal relations enhanced I & R Unit functions; and such variables as large class size, inadequate planning time, and forced staff changes hindered I & R Unit functions.

Based on the findings, several implications for practice and for future research were delineated.

APPROVED: ______________________

DATE: August 11, 1977

CHAPTER I

INTRODUCTION TO THE STUDY

Organizational theorists give much attention to the issue of developing organizational structures that encourage patterns of shared decision making which increase the effectiveness of the decisions made, the satisfaction with the process of decision making, and the feeling of responsibility for implementing decisions. These organizational theories are of concern to educational administrators who are keenly interested in how schools can be organized so as to release the creative potential of educational workers with the anticipated result that students will learn effectively (Griffiths, Clark, Wynn & Iannaconne, 1962). This research study investigated an educational innovation, Individually Guided Education (IGE), which includes an organizational component with the focus of "...enhancing role clarity and flexibility, increasing involvement in decision making, and improving communication" (Walter & Lipham, 1976, p. 31).

The organizational component of IGE, the multiunit school, includes three hierarchical levels of operation: the Instruction and Research (I & R) Unit, the Instructional Improvement Committee (IIC), and the Systemwide Program Committee (SPC). This study consists of an intensive, in-depth analysis of the I & R Unit using field methodology to investigate and describe the functions, processes and relationships in the I & R Unit, with emphasis upon shared decision making. A parallel study, investigating the functions, processes and relationships in the IIC, was conducted simultaneously by a co-researcher (Moyle, 1977). The studies took place in eight multiunit IGE elementary schools throughout the nation and focused on 16 I & R Units.

This chapter includes the background of the study, the statement of the problem, the theoretical foundations of the study, the significance of the research and an overview of the study.

Background of the Study

The innovation of IGE began as an alternative to age-graded, self-contained schooling at the elementary and middle school levels. It was developed as "a comprehensive system of education and instruction designed to produce higher educational achievements through providing well for differences among students in rate of learning, learning style, and other characteristics" (Klausmeier, Quilling, Sorenson, Way, & Glasrud, 1971, p. 17). The aim of IGE was described by Klausmeier (1977) as an attempt "to provide quality education that yields high student achievement, develops the abilities underlying those achievements, and contributes to healthy personality development" (p. 7).

The IGE system is composed of seven components (Lipham & Klausmeier, 1976, p. 9)

- the multiunit organizational-administrative arrangements
- instructional programming for the individual student

- curriculum materials compatible with IGE
- Evaluation for educational decision making
- home-school-community relations
- facilitative environments for IGE
- continuing research and development

These major components are shown in Figure 1.1 and explained below.

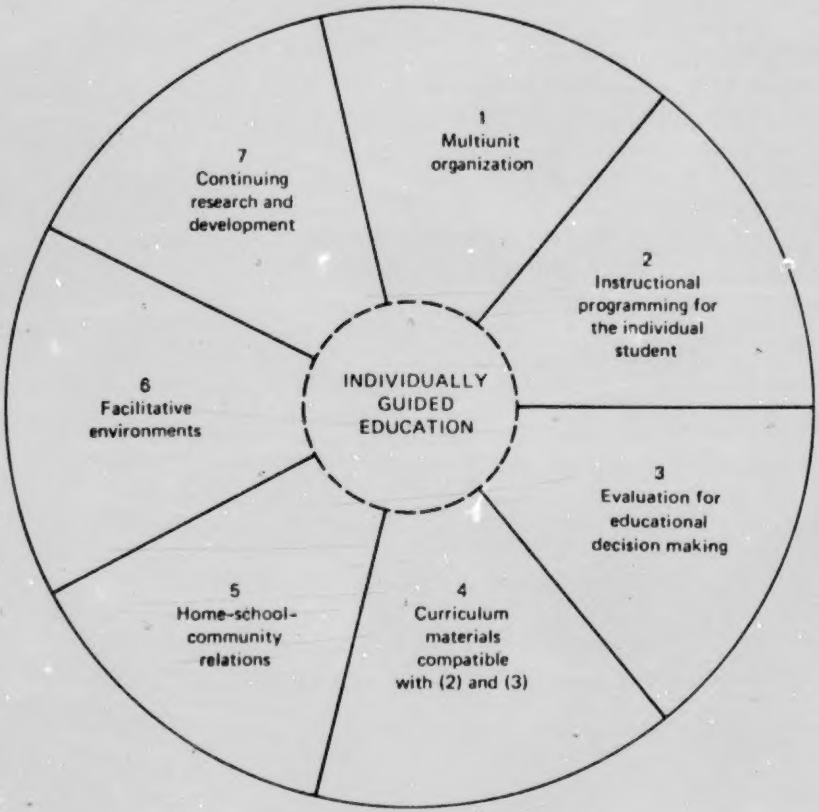

INDIVIDUALLY GUIDED EDUCATION
1 Multiunit organization
2 Instructional programming for the individual student
3 Evaluation for educational decision making
4 Curriculum materials compatible with (2) and (3)
5 Home-school-community relations
6 Facilitative environments
7 Continuing research and development

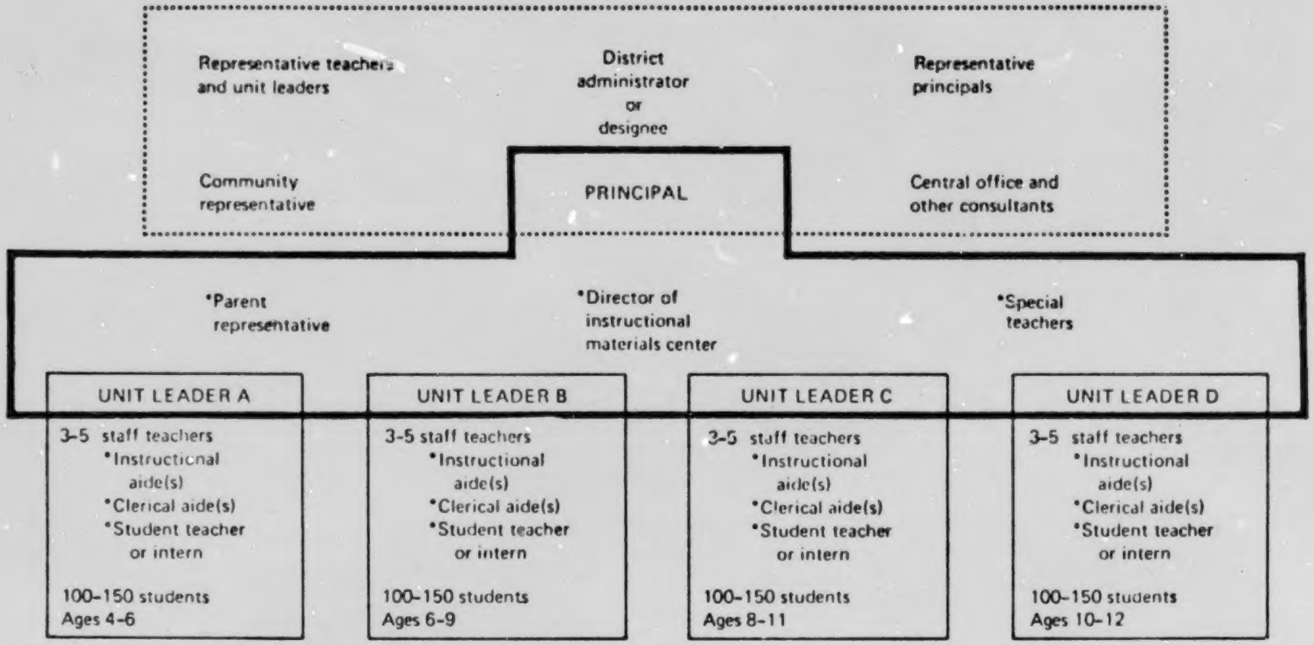
Figure 1.1. Major Components of Individually Guided Education (Based on Klausmeier, Quilling, Sorenson, Way, & Glasrud, 1971, Chapt. 2).

The Multiunit Organizational Structure

Based on organizational research and practice in education, the multiunit organizational structure was designed to "...articulate vertical and horizontal relationships, affix organizational roles and responsibilities, facilitate immediate and long-range planning, increase involvement in educational decision making, and improve communication among school personnel" (Lipham & Klausmeier, 1976, p. 10). This modification of the traditional school structure consists of interrelated groups at three levels of operation, each of which has a designated structure and set of functions: the Instruction and Research (I & R) Unit at the instructional level, the Instructional Improvement Committee (IIC) at the building level, and the Systemwide Program Committee (SPC) at the school district level. As shown in the prototypic model of the multiunit school in Figure 1.2, membership in the three levels overlap since the principal not only heads the IIC but is also a member of the SPC and the unit leaders not only head the I & R Units but they are also members of the IIC. "A consequence of these vertical arrangements is that while each level takes the initiative for certain decisions, each has information from the other levels" (Walter & Lipham, 1976, p. 33).

The main functions of each level of the multiunit organization are (Walter & Lipham, 1976):

> I & R Unit "...to plan, carry out, and evaluate instructional programs for each student in the unit, to engage in continuous inservice staff development programs; to provide preservice teacher education activities, and to plan and conduct cooperatively, perhaps with other agencies, a systematic program of research and development" (p. 11).



Representative teachers and unit leaders
District administrator or designee
Representative principals
Community representative
PRINCIPAL
Central office and other consultants
*Parent representative
*Director of instructional materials center
*Special teachers
UNIT LEADER A
3-5 staff teachers
*Instructional aide(s)
*Clerical aide(s)
*Student teacher or intern
100-150 students
Ages 4-6
UNIT LEADER B
3-5 staff teachers
*Instructional aide(s)
*Clerical aide(s)
*Student teacher or intern
100-150 students
Ages 6-9
UNIT LEADER C
3-5 staff teachers
*Instructional aide(s)
*Clerical aide(s)
*Student teacher or intern
100-150 students
Ages 8-11
UNIT LEADER D
3-5 staff teachers
*Instructional aide(s)
*Clerical aide(s)
*Student teacher or intern
100-150 students
Ages 10-12

——— Instruction and Research Unit
━━━ Instructional Improvement Committee
------ Systemwide Program Committee

*Inclusion of these persons will vary according to particular school settings.

Figure 1.2. Multiunit Organization of an IGE School of 400-600 Students.

(Based on: Klausmeier, Morrow, & Walter, 1968, p. 19.)

> IIC: "...(a) stating the general educational objectives and outlining the educational program for the entire school building, (b) interpreting and implementing systemwide and statewide policies that affect the educational program of the building, (c) coordinating the activities of the I & R Units to achieve continuity in all curricular areas, and (d) arranging for the use of the time, facilities, and resources that are not managed independently by the unit" (p. 11).
>
> SPC: "...(a) identifying the functions to be performed in each IGE school of the district, (b) recruiting personnel for each IGE school and providing for their inservice education, (c) providing the essential physical resources and instructional materials, and (d) planning an effective program of home-school-community relations" (p. 12).

To implement this structure, the new position of the unit leader was created and basic changes were called for in the role of the principal and other staff members.

The Instructional Programming for the Individual Student

To attain the IGE aim of adapting instruction to the needs of the individual, a model of instructional programming was developed. The model (Figure 1.3) consists of seven steps which include explicitly stated instructional objectives; takes into account each student's beginning level of performance, rate of progress, style of learning, motivational level and other characteristics; and is implemented in the cognitive, psychomotor, and affective domains (Klausmeier, et al., 1977, p. 15). The model was developed to guide IGE teachers in planning, implementing, and evaluating the instructional programs for their students.

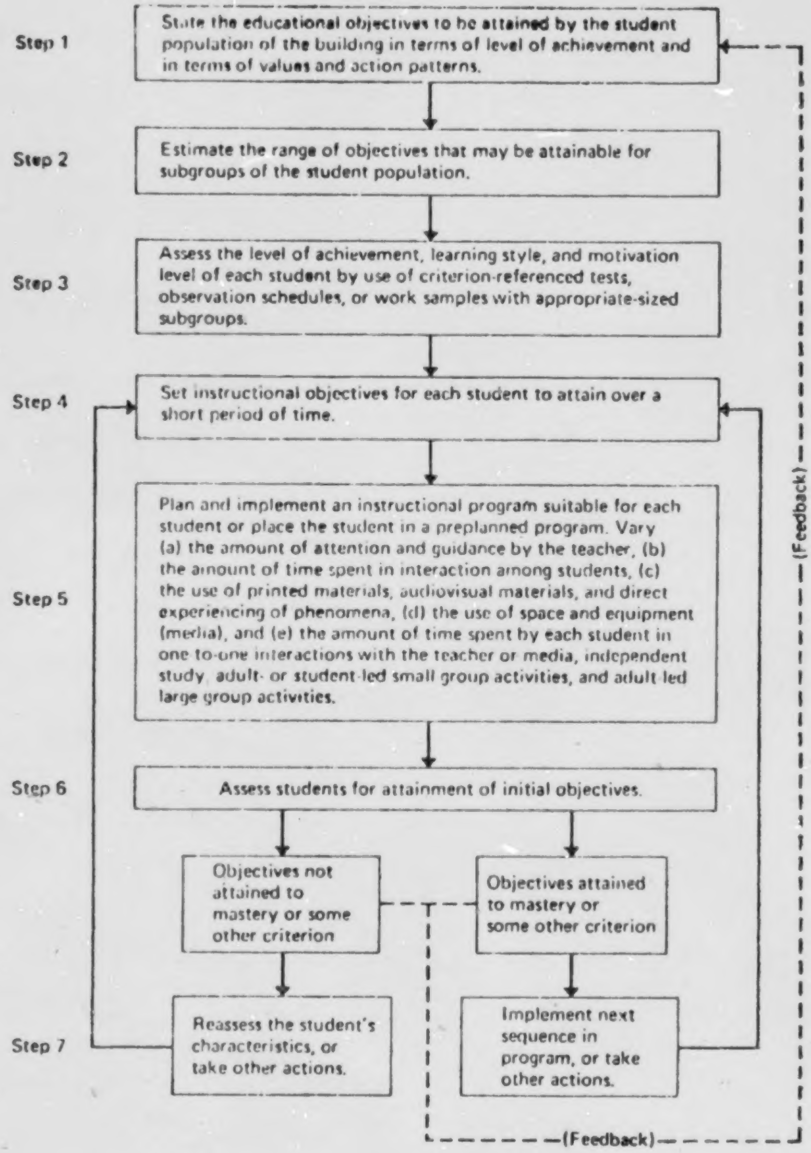

Step 1
State the educational objectives to be attained by the student population of the building in terms of level of achievement and in terms of values and action patterns.
Step 2
Estimate the range of objectives that may be attainable for subgroups of the student population.
Step 3
Assess the level of achievement, learning style, and motivation level of each student by use of criterion-referenced tests, observation schedules, or work samples with appropriate-sized subgroups.
Step 4
Set instructional objectives for each student to attain over a short period of time.
Step 5
Plan and implement an instructional program suitable for each student or place the student in a preplanned program. Vary (a) the amount of attention and guidance by the teacher, (b) the amount of time spent in interaction among students, (c) the use of printed materials, audiovisual materials, and direct experiencing of phenomena, (d) the use of space and equipment (media), and (e) the amount of time spent by each student in one-to-one interactions with the teacher or media, independent study, adult- or student-led small group activities, and adult-led large group activities.
Step 6
Assess students for attainment of initial objectives.
Objectives not attained to mastery or some other criterion
Objectives attained to mastery or some other criterion
Step 7
Reassess the student's characteristics, or take other actions.
Implement next sequence in program, or take other actions.
(Feedback)
(Feedback)

Figure 1.3. Instructional Programming Model in IGE. Adapted from H. J. Klausmeier, M. R. Quilling, J. S. Sorenson, R. S. Way, & G. R. Glasrud, 1971. Individually guided education in the multiunit school: guidelines for implementation. Madison, Wisc.: Wisconsin Research and Development Center for Cognitive Learning, p. 19.

Compatible Curriculum Materials

Curriculum materials are considered compatible with IGE when they facilitate the instructional programming for the individual student. Along with other criteria for compatibility of curricular materials, four are specifically related to the instructional programming model (Klausmeier, 1977):

> Each set of materials in any curricular area should include (1) clearly stated instructional objectives, (2) assessment tools and procedures directly related to each objective that will aid teachers in the initial, formative, and summative evaluations of student learning, (3) printed and nonprinted instructional materials that will enable students to attain each objective, and (4) suggestions to teachers concerning possible instructional activities that effectively combine the use of the materials with student and teacher activities. (p. 17)

Curricular programs have been developed by the staff of the Wisconsin R & D Center along with other centers and organizations that meet these and other criteria of compatibility.

Evaluation for Educational Decision Making

The purpose of this component of IGE has been described as providing the information needed for planning and carrying out effective instruction for individual students. This necessitates providing information at three times (Klausmeier, 1977): "...(1) at the beginning of a unit of instruction, (2) during the instructional sequence, and (3) at the end of a unit of instruction" (p. 18). Klausmeier and Goodwin (1975) described a model of evaluation that facilitates this component of IGE:

> (1) Formulate instructional objectives and set related criteria of attainment → (2) measure → (3) relate measurement to criteria → (4) judge → (5) act on judgment. (p. 18)

The IIC, with I & R Unit staff, is described as responsible for implementing the first step at the building level while the I & R Unit staff is responsible at the instructional level. Members of both groups plan the objectives and measurement procedures, and individual teachers implement them. Information received from the measurements are related to the criteria. "Teachers make judgments and act upon them in the daily instruction of children; the staff of the I & R Unit do so for the children of the unit, and the IIC for the child population of the school" (Klausmeier, 1977, p. 19). In addition, a Computer Managed Instruction (CMI) system has been developed to improve instructional decision making by providing timely, usable information to teachers to assist them in the instructional programming for the individual student (Spuck, 1977, p. 237).

Home-School-Community Relations

The Home-School-Community Relations component of IGE has three general aims:

> ...that the staff be aware of available resources and be responsive to the educational expectations of the community, parents, and students; that the community, parents, and students be aware of and responsive to the requirements for implementing IGE; and that both staff and community be involved in the changeover and refinement of IGE. (Klausmeier, 1977, p. 19)

Three interdependent levels operate in this component: the school district level, the local school level and the I & R Unit level.

The personnel at the school district level are concerned with responding to the educational expectations and resources of the community. At the local school level, attention is focused on the local school community with particular concern given to the parents of the students in the school. The staff at the I & R Unit level concentrate their attention on the instruction, and the parents' understanding "...of the schools' aims regarding the cognitive, affective, and psychomotor development of their children" (Lipham & Klausmeier, 1976, pp. 18-19).

Facilitative Environments

A system of facilitative environments is required to maintain and strengthen each IGE school so that the schools can become self-renewing (Lipham & Klausmeier, 1976, p. 19). The facilitative environment consists of two dimensions: intraorganizational and extraorganizational. The multiunit organizational structure provides the model for the intraorganizational environment. State education agencies, intermediate educational agencies, teacher education institutions, and other groups constitute the extraorganizational facilitative environment. In some states, trilevel hierarchical management has been implemented consisting of the Systemwide Program Committee of school districts, a regional IGE Coordinating Council, and a State IGE Coordinating Council (Klausmeier, 1977, p. 22).

Continuing Research and Development

This component was given visibility to provide thrust to the continuous improvement of IGE and "...to emphasize that IGE is a dynamic system which must always be responsive to changing needs and conditions in schools and society" (Klausmeier, Lipham & Rossmiller, 1977, p. 329). The research and development activities in this component are conducted by many individuals and agencies along with local schools with both purposes of short-term horizontal descriptive research and controlled experimentation.

The present study investigated the seven components with special emphasis given to the multiunit organization and the shared decision-making process of the I & R Unit as the unit staff planned and implemented the instructional program for individual students.

Statement of the Problem

The purpose of this study was to investigate the shared decision-making processes of I & R Units in IGE schools. The study consisted of an intensive, in-depth analysis of the I & R Unit using field methodology techniques to observe and describe organizational and individual influences on the dynamics of group decision making as they relate to group member satisfaction with both the decision processes and the decisions made. Insights into the group dynamics of the I & R Units under investigation, knowledge to explain the group decision-making process, and refinements to the implementation process of IGE were of interest in this study.

The following questions were addressed:

1. What organizational variables influence the group dynamics and decision-making processes of the I & R Unit?

2. What individual variables influence the group dynamics and the decision-making processes of the I & R Unit?
3. What dynamics contribute to the satisfaction of group members with the decision-making processes and decisions made?
4. Can a profile of types of I & R Units be made on the basis of their group dynamics?
5. Are there differences between the operation as described in the prototypic model of the I & R Unit and the units as they operate?

The researcher used the theoretical constructs described in the following section to guide the research. Anticipated variables of importance were measured and freedom was allowed to observe the unanticipated variables. Therefore, the constructs that follow were a framework from which the researcher could start the investigation, but flexibility was allowed to ignore constructs that did not surface in a particular situation or to use additional constructs to explain unanticipated events.

Review of the Literature

The conceptual and theoretical foundations of this study include: change theory, social systems theory, IGE principles, group dynamic theory, decision theory, and leadership theory. Change theory supplied the framework for describing the phases of change of the schools. Social systems theory provided a holistic perspective for describing the formal organization, as defined by the IGE literature, and the informal organization, as analyzed using group dynamics theory. Decision theory addressed participative decision making and methods of decision making in a group, whereas leadership theory was addressed when investigating the patterns of behavior in the decision-making groups. Each of these theories, the findings of selected previous studies that utilized these theories, and the application of these theories to this research study are explained in this section.

Change Theory

IGE is an educational innovation that originally began in seven elementary schools in 1967. This number increased to 50 in 1969, 500 in 1972, 1,700 in 1974 and over 2,000 at the present time. To implement IGE the Wisconsin R & D Center utilized the following five-phase model:

> Awareness Phase. In this phase, school district decision makers are given (1) overview information about IGE in order to stimulate them to adopt IGE and (2) information regarding required school district commitments and how to gain those commitments in order to make the decision to adopt IGE.
>
> Commitment Phase. In this phase, school district decision makers compile the necessary information and secure the necessary commitments, approvals, and cooperation of the potential IGE schools' staffs, parents, community groups, and school boards. At the end of this phase, a decision to adopt or not to adopt is made. To assist school personnel in influencing the decision to adopt, school district decision makers are provided with information describing IGE, cost factors, evaluation results, commitments of the implementation agency, and commitments of the school district. The decision to adopt IGE is usually formalized with a written agreement between the school district and an implementation agency.

> Changeover Phase. In this phase, which follows the decision to adopt IGE, the school staff is prepared to make the changeover to IGE. First, the principal and unit leaders are identified, receive instruction regarding IGE concepts and practices, and develop plans for the first year. Second, the principal and unit leaders with the assistance of an implementating agency instruct the staff of their school in IGE concepts and practices after which the school staff develops specific plans for the first year. Third, the school staff participate in ongoing first-year staff development.
>
> Refinement Phase. After schools have begun implementing IGE, they find that new understandings and skills are required to refine their implementation efforts. The need for such refinement emerges out of the fact that the principal, unit leaders and teachers are expected to perform their responsibilities in a new organizational setting and the Instructional Programming Model requires unit leaders and teachers to plan and carry out instruction in a manner quite different from the way most of them have done in the past.
>
> Renewal Phase. Built into the system of IGE are the means for individuals and agencies cooperating in the implementation of IGE to (1) identify and resolve unanticipated problems, (2) develop improved ways of implementing the concepts of IGE, and (3) prepare successive generations of personnel to fill IGE roles in the various agencies. These conditions can be realized when state IGE networks become fully functional with agencies assuming their appropriate roles. (Evers, et al., 1974, pp. 17-19)

Studies regarding IGE as a major educational change have been conducted by several researchers. Goodridge (1975) identified those people who made the final decision to adopt IGE. He found that principals were the major decision makers concerning the adoption of IGE, and in a majority of schools this decision was shared with staff teachers. Howes (1974) found that the successful adoption of IGE was directly and systematically related to the clearly perceived advantages of IGE, the extent to which individuals are informed about and able to communicate with others in making the change, and the extent to which individuals are involved in and supported during the change process.

The Howes (1974) and Goodridge (1975) studies were conducted in IGE schools that were in either the commitment or changeover phases. This study was concerned with schools in the refinement and renewal stages for the following reasons:

1. The schools have been operating in the IGE mode for some years so that the "Hawthorne effect" would have less of an influence.
2. Adaptations and changes in the IGE model would likely take place after the school had implemented the program for some time.
3. Patterns of behavior among the staff would have had time to evolve and become institutionalized.

Social Systems Theory

Lipham and Hoeh (1974, p. 49) gave the following explanatory characteristics of a social system: "...the presence of individuals in purposive interaction, the interdependence of the interaction, and the structure of interaction into institutions or organization having a physical or geographic referant." A social system is described as consisting of two dimensions: the normative, made up of the institutional roles and expectations aimed at meeting the goals of the system, and the personal which consists of individuals each having certain personalities and need-dispositions (Lipham & Hoeh, 1974, pp. 49-52).

Group behavior can be best understood through a third dimension obtained from the sociological analysis of the normative dimension and a psychological analysis of the personal dimension. This dimension, "...the transactional, is a blend of the other two dimensions and is composed of the elements of group, climate, and intentions" (Sweitzer, 1974, p. 168). The three dimensions are shown in the Social Systems Model, Figure 1.4.

Application of this model to a school setting involves phenomena that are independent and at the same time interactive. "These are, first, the institutions, having certain roles and expectations, that will fulfill the goals of the system, and second, the individuals, having certain personalities and need-dispositions, who inhabit the system" (Lipham & Hoeh, 1974, p. 49). Thus, a given act is thought of as simultaneously deriving from both the nomothetic and idiographic dimensions. Sweitzer (1969) described the transactional dimension as not just a compromise between the normative and personal dimension but as describing "...a deliberate attempt to be thoroughly aware of the limits and resources of both individuals and institution and to apply the two as a particular problem may demand" (p. 172). The transactional dimension implies "situation oriented" where the normative dimension is viewed as "institution-oriented" and the personal dimension as "personality oriented".

The transactional dimension of social systems theory was of interest in this study since the research centered on groups of teachers, I & R Units, within the social system of the IGE school. To investigate this dimension both the formal and informal structure of the school must be taken into account. The informal organization was

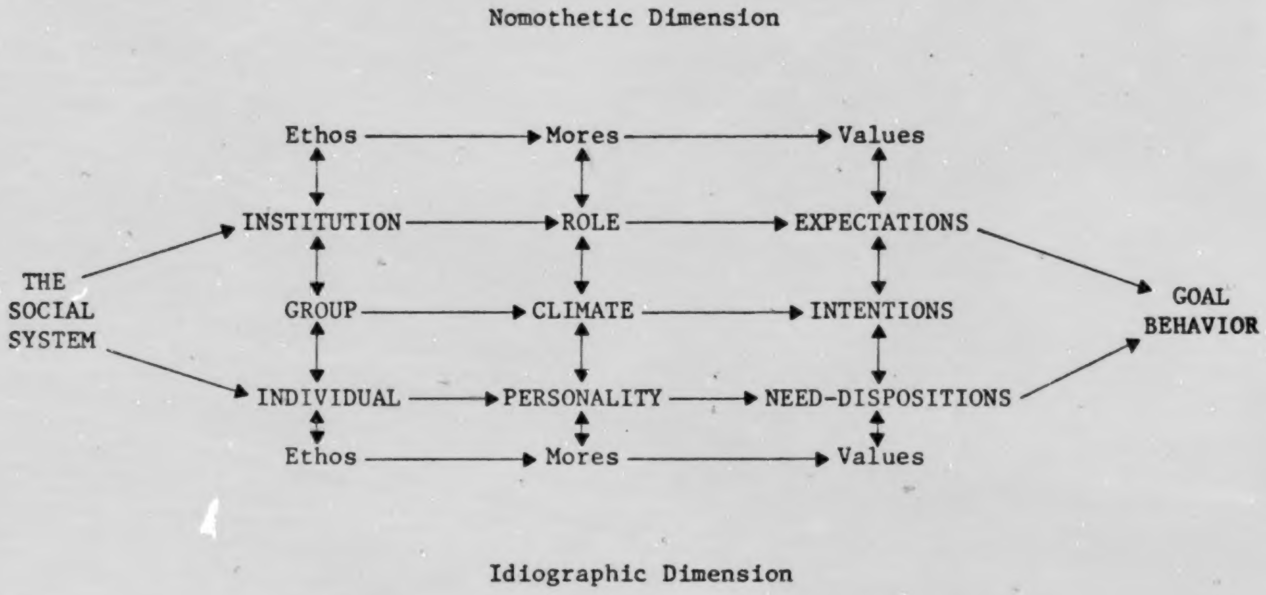

Nomothetic Dimension
Ethos
Mores
Values
INSTITUTION
ROLE
EXPECTATIONS
THE SOCIAL SYSTEM
GROUP
CLIMATE
INTENTIONS
GOAL BEHAVIOR
INDIVIDUAL
PERSONALITY
NEED-DISPOSITIONS
Ethos
Mores
Values
Idiographic Dimension

Figure 1.4 Model of the Dimensions of a Social System Including the Transactional Dimension

Based on: R. Sweitzer. An assessment of Two Theoretical Frameworks. In F. D. Carver & T. J. Sergiovanni (eds.), Organization and Human Behavior: Focus on Schools (New York: McGraw-Hill Book Company, 1969).

investigated using group dynamic concepts. Both the formal and informal organizations of interest in this study are described below.

The formal organization. Griffiths (1959) defined a formal organization as "...an ensemble of individuals who perform distinct but interrelated and coordinated functions in order that one or more tasks can be completed." The formal organization of the multiunit school was specifically designed to maximize the participation in the decision-making process. This organizational component consists of three distinct levels of operation: the I & R Unit, the IIC and the SPC. Figure 1.2 depicts the prototypic organizational structure of the multiunit school. The focus of this study was on the I & R Unit. A description of the I & R Unit according to the IGE literature and its relationship to the IIC and SPC follows.

The I & R Unit consists of a unit leader who is a teacher, three to five staff teachers, one first-year or resident teacher, one instructional secretary, one teacher intern, and 100-150 students. The I & R Unit is nongraded and replaces the age-graded, self-contained classroom and the departmentalized form of organization for instruction.

Special teachers of exceptional children and teachers of special subject areas as art, music, and physical education are recommended to be included in the I & R Unit as staff teachers. If there are more than one special teacher they are "...distributed among the I & R Units rather than either being in all the I & R Units or in a separate specialty unit for the entire school building" (Klausmeier, 1977, p. 13).

The age range of students in each I & R Unit was prescribed (Walter & Lipham, 1976, p. 34) as varying from two to four years with the children assigned to units primarily on the basic years of school attendance. Involving students in the instructional activities in other units is also possible.

The basic functions of the I & R Unit were listed as (Lipham, et al., 1977):

1. Devising, conducting, and evaluating an instructional program appropriate for each student in the unit.
2. Managing the use of time, space, equipment, and curricular materials and resources of the unit.
3. Reporting to parents and utilizing community resources in providing instructional activities.
4. Engaging in on-the-job inservice training and staff development activities.
5. Providing clinical experiences for interns and student teachers.
6. Conducting research and development activities to enhance the learning of each child (p. 27-28).

It was found by Evers (1974) and Gramenz (1974) that unit staffs are likely to be effective when they understand and internalize these basic functions and develop operational procedures which foster planning and evaluation of unit activities. The present study utilized these six functions to investigate the amount of time the staff perceived that they were spending on these functions. Minutes and agendas were content analyzed using the functions as categories.

The IGE literature recommends that the I & R Unit staff should meet for at least two hours weekly. Three ways of providing time for these meetings were suggested (Lipham, et al., 1977, p. 28):

1. Scheduling the subject teachers of art, music, and physical education into a unit in bloc frees the staff two to three times weekly
2. Arriving early or staying after school permits the unit staff to meet from 30 to 45 minutes daily
3. Lengthening the school day four days a week so that students can arrive late or be dismissed early on the fifth day, thus freeing the unit to meet for about two hours.

The third alternative is described as frequently used, since it provides the necessary meeting time required for units to clarify their operational procedures and to engage in substantive long-range planning. Alternative scheduling accommodations made for unit meetings were investigated in this study.

The IIC consists of the building principal and the unit leaders with the possibility of including a parent representative, director of instructional materials center and/or special teachers. "The functions of the IIC are to plan, implement, and evaluate matters associated with curriculum and instruction, staffing, home-school-community relations, and the financial and physical resources" (Walter, & Lipham, 1976, p. 35). The IIC is thus seen as the planning and coordinating committee for the entire school. Involvement of teachers and other personnel is facilitated through the representation function of the unit leaders in that they are to convey the concerns, insights, and other information upward from the unit staffs to the IIC (Nerlinger, 1975). Plans and guidelines developed at the IIC level are to be transmitted back to the I & R Units by the unit leader. It is recommended that the IIC meet at least once a week for two hours with the majority of this time spent on instructional planning.

The SPC consists of the superintendent or a designee, consultants and other central office staff, and representative principals, unit leaders, teachers, and community representatives. This group is given responsibilities for planning, implementing, and evaluating matters of curriculum and instruction; staffing; home-school-community relations; financial and physical resources; and setting up guidelines which "...deal with such matters as endorsing the programmatic thrusts in IGE schools, recruiting IGE personnel and providing for their inservice training, obtaining instructional materials and other resources, and fostering improved community relations in the school district" (Walter & Lipham, 1976, p. 37). Members of the SPC should: "...(1) have decision-making power, (2) have specialized knowledge to contribute to the success of IGE, and (3) represent all levels of the organization" (Walter & Lipham, 1976, p. 38).

Characteristics of the roles of staff members in a multiunit school are: roles are differentiated, previous roles are changed, and roles become more interdependent. Principals in IGE schools "...report that with their reduced span of control and their sharing of decision making with the IIC they are able to devote sustained and meaningful attention to the instructional program..." and "...their major instructional leadership responsibilities, include initiating and refining the system of instructional programming; implementing staff development programs; supervising preservice teacher education programs, and coordinating research and development activities" (Walter & Lipham, 1976, p. 38).

The unit leader position is a new role created in the multiunit organization where the incumbent is a member of the IIC, the leader of the unit, a teacher in the unit, and possibly also a member of the SPC. Sorenson, et al (1976) described the following responsibilities of the unit leader "...(1) planning and coordinating the instructional activities in the unit, (2) allocating and managing materials and resources, (3) fostering and maintaining effective working relationships within the unit and between the unit staff and others, and (4) instructing unit members, including beginning teachers, instructional aides, and student teachers/interns" (Sorenson, Klausmeier, & Lipham, 1976, p. 18).

The staff teacher's role includes participating in unit planning sessions, being involved with a large number of children in the unit, and performing more professional and less routine work. Attempts are made to capitalize on the strengths and teaching styles of each teacher in the unit. Instructional and clerical aides are given various responsibilities depending on their previous training and experience.

Research conducted on the organizational structure of IGE schools has found that IGE schools are dynamic organizations, in that they are less centralized, less stratified, more flexible, and have higher staff morale than do non-IGE schools (Walter, 1973; Herrick, 1974). Unit teachers' perceptions of the extent of their involvement in decision making was related to teacher job satisfaction (Feldman, 1977) and the I & R Unit was functioning as a decision-making structure for decisions of unit-subunit scope (Wright, 1976).

The informal organization. The informal organization is present in every formal organization. Griffiths (1959) defined the informal organization as "...the system of interpersonal relations which forms to affect decisions made in the formal organization" (p. 80). The formal organization has been described in the IGE literature, but the informal organization is not defined, prescribed, nor controlled by any formal description. Yet, the informal groups, with their variety of social and psychological ramifications have significant power potential (Lutz & Iannaccone, 1969, p. 31). Group dynamic concepts were used in this study to investigate relationships in the I & R Units beyond those formally described in the IGE literature. The concepts investigated are discussed below.

Group cohesiveness. Group cohesiveness has been defined as the "...degree to which the members of a group desire to remain in the group..." with a highly cohesive group described as "...more concerned with their membership and are therefore more strongly motivated to contribute to the group's welfare, to advance its objectives, and to participate in its activities" (Cartwright, 1968, p. 91). Johnson and Johnson (1975) defined cohesion as "...the result of the positive forces of attraction toward the group outweighing the negative forces of repulsion away from the group" (p. 233). Zaleznick and Moment (1964) cited two factors which determine the cohesiveness of a group:

> 1. Attractiveness of the group. Norms of behavior tend to be strong when members are attracted to and identify with the group. Work groups create conditions for identification simply because membership is economically important to the individuals. We do not lightly undertake to leave jobs and abandon existing work groups. When group members, in addition, have few other group memberships the value of the group is enhanced for them. This phenomenon is seen most clearly in minority group formations. Where ethnic barriers prevent free movement among groups in a society, the restricted opportunities for membership result in strong systems of norms because the attraction to the group is high for its members.
>
> 2. Length of time in group participation. Under conditions of continued interaction, group members tend to develop more values in common. This is another way of saying that norms of behavior in time develop group consensus and therefore exert stronger influence on member behavior. (p. 109)

Researchers have found cohesiveness to be important in all functional groups. For example, highly cohesive groups showed concern for one another and a readiness to do what was expected by them and persons who deviate from the group norms are not likely to be accepted as friends by other members of the groups (Patton & Giffin, 1973, p. 83).

One of the major effects of cohesiveness is the group's influence over its members. In reviewing the research on cohesiveness, Cartwright (1968) found "...there can be little doubt that members of a more cohesive group more readily exert influence on one another and are more readily influenced by one another..." and "...as cohesiveness increases there is more frequent communication among members, a greater degree of participation in group activities, and a lower rate of absences..." (p. 104). Cartwright concluded his review of available research on cohesiveness with the following statement:

> Other things being equal, as cohesiveness increases there is an increase in a group's capacity to retain members and in the degree of participation by members in group activities. The greater a group's cohesiveness the more power it has to bring about conformity to its norms and to gain acceptance of its goals and assignment to tasks and roles. Finally, highly cohesive groups provide a source of security for members which serve to reduce anxiety and to heighten self-esteem. (p. 105)

The cohesiveness of each I & R Unit and how it related to shared decision making and the formal organization of IGE schools were central to this study. Several approaches were used to examine the cohesiveness of the group, each tailored after research reviewed and described by Cartwright (1968, pp. 92-94).

Each unit member was asked how much benefit she/he derived from membership in the unit and to what extent she/he thought their unit had a sense of togetherness, of "we-ness." Each unit member was also asked to indicate his or her desire to remain in the group. In addition, the informal group congregation, verbal and physical supportiveness of members, socializing, and concerns for comfort were observed and recorded.

Group norms. Group norms "...refer to the common beliefs of the group regarding appropriate behavior for members..." (Johnson & Johnson, 1976, p. 249). Festinger, Schachter and Back (1968) found in a review of studies that "...people's aspirations and goal setting behavior are strongly influenced by information they possess about how others behave and their relationship to these others" (p. 152). In their own study, Festinger, et al. (1968) found the more cohesive the group, then the more effectively it can influence its members.

Group norms are set either formally or informally with some norms specified for all group members and others applied only to people in specified roles. A group norm that influences behavior must be recognized and accepted by the group as appropriate and must be internalized by group members.

This study examined the formal and informal group norms of I & R Units as they engaged in decision making. Two interview questions were asked each staff member: "Are your I & R Unit meetings run according to specified procedures?," and "Are there unwritten rules which influence the patterns of behavior in the I & R Unit meetings?" In addition, group norms that were observed during meetings were listed and later verified with a member of the unit as to the "acceptability" of this behavior in the group.

Communication. Communication during the process of shared decision making is of utmost importance. Two-way communication improves the accuracy and feelings of certainty for the receiver but presents some risks to the sender. Two-way communication results in accurate transmission of facts and reorganized perceptions of relationships (Leavitt, 1964, p. 148).

Psychological barriers to effective communication have been listed by Katz (1970) as:

1. The failure to refer language to experience and reality,
2. The inability to transcend personal experience in intergroup communication,
3. Stereotypes: the assimilation of material to familiar frames of reference, and
4. The confusion of percept and concept: verification and personification. (p. 251)

Size of the group also has been shown to affect the quality of communication. As groups increase in size, a smaller proportion of persons make decisions, communication among all members is decreased, consensus is harder to develop, splits within the group are likely to occur, and there tends to be less satisfaction with administrative decisions (Cartwright & Zander, 1968, p. 499). Hare (1962) reported "...that if one wishes to change attitudes and the subsequent behavior of a group, then discussion and decision making where all members participate as directly as possible are more effective than enlightenment or persuasion by the lecture method, or by an unqualified order from above" (p. 287).

Leavitt (1964, pp. 139-140) listed four dimensions of communication: (1) content, that which is talked about; (2) noise, that which interferes with the transmission of the communication; (3) communication network, the patterns of communication; and (4) direction of communication. These four dimensions formed the basis for the investigation into the communication patterns of the I & R Units:

Content of communication was assessed by asking each I & R Unit staff member what matters they spent most of their time discussing during unit meetings and what percentage of time they spent on the formally prescribed topics as outlined by the IGE literature. Content was also measured through analysis of available minutes and agendas and through observing meetings.

Noise was noted through observations and comments made by staff concerning the difficulties of communication.

The communication network was observed during the I & R Unit meetings. This network was drawn for each content area using various designs depending on the number of people and direction of communication (Hare, 1962, p. 275). Five basic patterns were used: (1) one member predominated, (2) an expert predominated, (3) noninvolved members, (4) interaction with leaders, and (5) total interaction.

The direction of communication was given consideration when observing the flow of communication between groups and to the unit leaders and the principal.

Task structure. Compliance with a task order depends on how well structured and how clear the task is. A group with an unstructured task needs to rely on its own resources and creativity to accomplish the task. Fiedler (1968) listed four classifications of group tasks proposed by Shaw (1962):

> a. Decision verifiability, the degree to which the correctness of the solution can be demonstrated objectively;
>
> b. Goal clarity, the degree to which the task requirements are clearly stated or known to the group;
>
> c. Goal path multiplicity, the degree to which there are many or few procedures available for performing the task; and
>
> d. Solution specificity, the degree to which there is one rather than an infinite number of correct solutions. (p. 369)

"The unstructured task provides the leader with much less effective power than does the highly structured task" (Fiedler, 1968, p. 369).

A construct similar to task structure is task uncertainty, which refers to the difficulty and variability undertaken by an organizational unit. Hall (1962) measured variability as the sameness of work from day to day, the variety in methods, and the repetitiveness of task processes. Task difficulty has been measured as the analyzability of the work and predictability of work methods. Van de Ven, Delbecq and Koenig (1976) listed the following alternative measures of task difficulty:

> 1. The degree of complexity of the search processes,
> 2. The amount of thinking time to solve problems...,
> 3. The extent to which task processes or interventions have knowable outcomes,
> 4. The amount of time required before outcomes are known...(p. 1)

The research of Van de Ven, et al (1975) suggested that as tasks increase in uncertainty, the use of personal and group coordination increases significantly, along with a large increase in the use of horizontal communication channels and both scheduled and unscheduled group meetings.

Task structure was investigated in this study in two ways. Each unit staff member was asked about the complexity of the tasks their unit tended to undertake. In addition, the content of communication was rated by the researcher for complexity on a Likert-type scale.

Group style. Hage (1965) proposed a general axiomatic theory that addressed the structural and functional relationships within organizations. The axiomatic theory is based upon the following four organizational means variables (Lipham & Hoeh, 1974):

> 1. Complexity (specialization) -- the number of occupational specialties and the level of training required.
> 2. Centralization (hierarchy of authority) -- the proportion of jobs that participate in decision making and the number of areas in which decisions are made by the decision makers.
> 3. Formalization (standardization) -- the proportion of jobs that are codified and the range of variation allowed within jobs.
> 4. Stratification (status system) -- the differences in income and prestige among jobs and the rate of mobility between low- and high-ranking jobs or status levels. (p. 99)

The construct of group style -- whether the group is dynamic or static -- was investigated in this study by using the four variables defined above. For this study, dynamic and static groups were defined as follows:

> Dynamic group: high in complexity, low in centralization, low in formalization, and low in stratification.
>
> Static group: low in complexity, high in centralization, high in formalization and high in stratification.

Classification of groups as dynamic or static was obtained by asking questions and probes adopted from the Principal Leader Behavior instrument (Gramenz, 1974) about the variables of centralization, formalization, stratification and complexity.

Group interdependence. Group interdependence was used to measure the extent to which unit personnel are dependent upon one another to perform their individual jobs (Van de Ven, Delbecq, Koenig, 1976, p. 5) and the extent to which work unit members have one-person jobs and the degree of collaboration required among unit members to produce or deliver the finished product or service of the unit (Mohr, 1971). Pennings (1974) gave four different bases of interconnectedness between unit personnel:

> Task (the flow of work between actors), role (the position of actors engaged in concerted action), social (mutual needs or goals of actors), and knowledge (the differentiated expertise of actors) (In Van de Ven et al., 1976, p. 325).

Thompson (1967, pp. 54-65) focused on the flow of work, materials, and objectives between the unit personal. He found that as task interdependence increased, communication and decision making strategies became more elaborate and costly.

The above definitions were adapted as appropriate to the educational setting of the I & R Units. Two types of interdependence were of interest: planning interdependence and instructional interdependence. Planning interdependence was defined as the manner in which the I & R Unit members collaborated with one another on various task decisions. Instructional interdependence was determined by the "flow of students" from one teacher to another within the unit. Measurement of the two constructs are described below.

Planning interdependence. Unit staff members were asked to indicate the percentage of planning time they spent in four depicted manners. An "other" category was included to enable the participants to diagram other relevant planning networks. The four schemes of Van de Ven, et al., (1976) were adapted for this study:

1. Independent planning, where work and activities are planned independently and do not flow between them.
2. Member presentation of plan, where a unit member develops a plan that is given to other team members for implementation.
3. Sub-team planning, where the unit staff divide into subgroups to plan.
4. Team planning, where plans are made together as a whole group at the same time in meetings to deal with the work.

In addition, the I & R Unit staff were asked to rate the extent to which the members of their unit collaborated with one another on various tasks.

Instructional interdependence. Unit staff members were also asked to describe the flow of students in the I & R Unit for each subject area. Four networks of possible instructional interdependence schemas were shown, with a fifth option of diagramming an other appropriate network. The four diagrams included the following situations:

1. Each teacher teaches his/her own homeroom.
2. Students sequentially go from one teacher to the next.

3. Homeroom students go to one specific teacher consistently.
4. Students report to various teachers. The designated teacher changes frequently.

The four categories imply an increasing level of instructional interdependence.

Personal needs. Maslow (1954) has categorized personality needs into a sequential pattern of five levels. These are (from lowest to highest):

1. Physiological - such as hunger and thirst
2. Safety - needs for security, absence of threat
3. Affiliation - need for close affective relationship
4. Achievement and esteem - need for achievement and self-respect
5. Self-actualization - need for the utilization and growth of one's potential skills and abilities.

Several methods of judging the motivational level at which people are living were suggested by Maslow (1971, pp. 239-248). These include judging the level at which people are living by looking at the kind of humor they laugh at, by projective tests, and at the levels of their complaints or grumbles. Maslow classified complaints into three levels which relate to the hierarchy of needs:

1. Low grumbles: "...those grumbles which come at the biological and at the safety level, perhaps, also, at the level of gregariousness and belonging to the informal, social group." (Maslow, 1971, p. 241).

2. High grumbles: "...mostly at the level of esteem and self-esteem, where questions would be involved of dignity, of autonomy, of self-respect, of respect from the other, feelings of worth, of getting praise and rewards and credit for ones accomplishments and the like" (Maslow, 1971, p. 241).
3. Metagrumbles: "...metaneeds for perfection, for justice, for beauty" as shown in the "...complaints about inefficiency...". These are shown through statements about the imperfection of the world one lives in "...not a selfish complaint but an impersonal and altruistic philosopher's complaint..." (Maslow, 1971, p. 241).

Because people are believed to go through levels of grumbles, then according to this theory, management should expect that improvement of conditions would not eliminate complaints but would actually raise the complaint level. Maslow (1971) made this point concerning the metagrumble level:

> The high-level complaint is not to be taken as simply like any other complaint; it must be used to indicate all the preconditions which have been satisfied in order to make the height of this complaint theoretically possible. (p. 243)

One accepts, then, that no matter how improved the situation becomes there will always be ways of improving it more, i.e., there will still be complaints and grumbles. This research investigated the grumbles of the units in terms of the levels of complaint to give a general idea about the health of the unit and the organization.

The above constructs were used in this study to investigate the informal organization and activities of I & R Units. The transactional dimension of social systems theory was investigated by examining both the formal and the informal organization of the I & R Units. The normative and idiographic dimensions of social systems theory were considered to determine the effects of organizational and individual variables on the transactional dimension, i.e., the interactions that took place in the groups.

Leadership Theory

Leadership has been defined as "...that behavior of an individual which initiates a new structure in interaction within a social system; it initiates change in the goals, objectives, configurations, procedures, inputs, processes, and ultimately the outputs of social system" (Lipham & Hoeh, 1974, p. 182). Leadership behavior must be considered within, between, and outside groups and organizations.

Moser (1957) defined three styles of administrative leadership:

> 1. The nomothetic style is characterized by behavior which stresses goal accomplishment, rules and regulations, and centralized authority at the expense of the individual. Effectiveness is rated in terms of behavior toward accomplishing the school's objectives.
>
> 2. The idiographic style is characterized by behavior which stresses the individuality of people, minimum rules and regulations, decentralized authority, and highly individualistic relationships with subordinates. The primary objective is to keep subordinates happy and contented.
>
> 3. The transactional style is characterized by behavior which stresses goal accomplishment, but which also makes provision for individual need fulfillment. The transactional leader balances nomothetic and idiographic behavior and he judiciously utilizes each style as the occasion demands (In Savage, 1968, p. 124).

Each style of leadership would result in different relationships between the leader and the staff.

The Path-Goal Theory of Leadership (House, 1973) described three leadership scales: instrumental, supportive, and participative. The instrumental and supportive leadership factors consist primarily of items taken from Form XII of the Ohio State Leader Behavior Description Questionnaire (LBDQ), and the participative leadership factor consists of items developed by House and items from the LBDQ Consideration Scale (House, 1973, p. 486). Findings using these scales have supported the conclusion that supportive leadership is primarily a determinant of social-psychological maintenance under highly structured task conditions while instrumental leadership is primarily a determinant of expectancies under relatively unstructured task conditions (House, 1973, p. i).

Gramenz (1974) and Evers (1974) found that when the principal and unit leaders exhibited instrumental, supportive, and participative leadership, then the instructional program was viewed as effective while Smith (1972) found that when the principal is high in consideration then the IIC is viewed as effective. Mendenhall (1977) found that principals with leadership behavior high in support, goal emphasis, work facilitation, and interaction facilitation had a staff that is high in job satisfaction, but that unit leader behavior and teacher job satisfaction were not significantly related.

The unit leader's behavior was investigated in this study by observing the behavior of the leader during unit meetings and by interviewing the unit staff. House's (1973) three factors of leadership, instrumental, supportive, and participative, were used for this purpose. Interview and observation instruments were developed by adapting the Unit Leader Behavior Description Instrument (Evers, 1974) which used the three leadership scales.

Decision Theory

Models of decision making have been both descriptive (March & Simon, 1958) and prescriptive (as Van de Ven & Delbecq, 1971). Lipham & Hoeh (1974) defined decision making as "...a process wherein an awareness of a problematic state of a system, influenced by information and values, is reduced to competing alternatives among which a choice is made based on perceived outcome states of the system" (p. 155). Lipham developed a six-stage model which can be summarized as follows:

1. Identifying the problem: defining and establishing priorities for the decision to be made.
2. Setting the decision criteria: determining what information and values are relevant to the decision.
3. Obtaining information: utilizing appropriate mechanisms to collect, summarize, and deliver the required data at the appropriate time.
4. Formulating alternatives: relating the data to the decision criteria.
5. Making the decision: choosing an alternative.
6. Implementing the decision: assessing progress and outcomes (Lipham & Hoeh, 1974).

In recent years, a number of writers (Collins & Guetzkow, 1966, Kelly & Thibaut, 1959) have emphasized the psychosocial variables in problem-solving and decision-making groups. Researchers have found that interaction among participants may be beneficial during some phases of problem solving but detrimental in others (Vroom & Grant, 1969, p. 79). It has also been found that heterogeneous groups are relatively superior to homogeneous groups in problem-solving ability (Hoffman & Maier, 1961). Schutz (1958) presented evidence of greater goal achievement in more versus less compatible groups. Tannenbaum and Schmidt (1961, pp. 83-93) pointed out that the decision-making process could range from a situation in which all decisions were made by the administrator to one in which the staff made all the decisions.

Research on shared decision making in IGE schools has revealed the following:

1. There is a higher degree of teacher involvement in decision making in IGE, as compared with non-IGE schools (Walter, 1973, Herrick, 1974).
2. Teachers in IGE schools feel that they are involved in making powerful and relevant instructional decisions (Holmquist, 1976) but they are not as involved in school-wide and district-wide decisions as they would like to be (Wright, 1976).
3. The higher the degree of involvement of IGE teachers in decision making, then the higher the degree of teacher job satisfaction (Feldman, 1977) and instructional effectiveness (Nerlinger, 1975).

4. IGE teachers feel that their values and viewpoints are represented appropriately in the decision-making structure of the school (Nerlinger, 1975).

The present researcher investigated the shared decision-making processes in the I & R Unit using interview and observation techniques. Each unit staff member was asked to rate and discuss his or her overall satisfaction with how decisions are made and the decisions that are made by the I & R Unit and the IIC; if there are occasions when they felt that shared decision making becomes ineffective in the I & R Unit or IIC; and how much influence they felt they had on I & R Unit and IIC decisions. In addition, the staff members were asked to describe the manner in which most of the decisions are made in the I & R Unit. Observation of the unit meetings included classifying the decisions that were made into one of the following categories: unilateral, consensus by silence, consensus by yea saying, vote, and no decision made or decision deferred. These categories were adopted from Holmquist (1974).

Significance of the Study

This study is significant for the following reasons:

1. The findings have relevance to refining the prototypic model of IGE, since actual implementation of the structural component of the I & R Unit was examined.
2. The research identifies significant organizational and individual variables that influence the group dynamics and decision-making processes of the I & R Unit.

3. The study provides insight into theory development in the group decision-making process.
4. The findings provide guidelines for improving the dynamics and processes that contribute to the satisfaction of I & R Unit members with the shared decision-making process.
5. The study provides insights regarding the refinement and renewal phases in the implementation of IGE.

Overview of the Study

This chapter included an introduction to the study and sections in which the relevant aspects of IGE were described and the theories used in the study were outlined. The statement of the problem was then given, along with the significance of the study.

Chapter II covers the design and methodology of the study. Chapter III includes the presentation and analyses of the data collected. Chapter IV contains an overview of the study, conclusions, a summary of major findings and the implications for further research and practice.

CHAPTER II

DESIGN AND METHODOLOGY

This chapter contains a description of the general design and methodology of the study. The chapter is composed of seven sections which include the rationale for the methodology used, a delineation of how the schools were selected, a description of the schools selected, an explanation of instrumentation, the methods of data collection used, the process of data analysis, and the limitations of the study.

Rationale for the Methodology

Kerlinger (1973, p. 405) described field studies as "...ex post facto scientific inquiries aimed at discovering the relations and interactions among sociological, psychological, and educational variables in real social structures." Field studies have been divided into two broad types: exploratory and hypotheses testing. Exploratory research "seeks what is rather than predicts relations to be found (Katz, 1953, pp. 75-83)." Three purposes for exploratory studies are given: "...to discover significant variables in the field situation, to discover relations among variables, and to lay the groundwork for later, more systematic and rigorous testing of hypotheses"(Kerlinger, 1973, p. 406).

This study used the field study methods of observation, interview and content analysis of documents to investigate the process and dynamics of shared decision making in I & R Units. Through this methodology, a description of the process could be made and the important and recurring variables could be specified, thus allowing for theory building. "Verificational studies that test the hypothesis formulated from the field studies are necessary to complete the process of theory building"(Lutz and Iannaccone, 1969, p. 117). Thus, the findings from this research are viewed as a basis for conducting further empirical or experimental research in the area of shared decision making by I & R Unit staffs.

Selection of Schools

Because of the field study nature of this research, the schools in this study were referred to as the "selected schools" rather than a sample. Babbie (1975) explained this need for a clarification as follows:

> The field researcher attempts to observe everything within his field study, in a sense, he does not sample at all. In reality of course it is impossible to observe everything. To the extent that the field researcher observes only a portion of what transpires, then, that which he does observe is a de facto sample of all the possible observations that have been made. (p. 202)

A field researcher thus employs what has been termed as a "purposive sample" (Babbie, 1975, p. 203) in which a selection is made of observations which, it is believed, will yield the most comprehensive understanding of the subject of study.

The study consisted of eight IGE schools that were chosen from a sample of 42 randomly selected schools studied by previous researchers (Bocian, 1976, Feldman, 1977, Mendenhall, 1977, Sigurdson, 1976). These schools met the following operational criteria:

1. The MUS-E organizational criteria were:
    a. Multiunit organization and multi-age grading were used
    b. Weekly I & R Unit meetings were held
    c. Unit leader had at least one year of experience
    d. The IIC met at least two times a month
    e. At least one-half of the teachers had been in the unit for one year.
2. Minimal criteria for the Instructional Programming Model (IPM) in both reading and mathematics were:
    a. The IPM model was followed in reading for at least two years.
    b. The IPM model was followed in mathematics for at least one year. (Feldman, 1976, p. 43)

In addition, these schools were in the refinement and renewal phases of implementation of IGE. The four researchers were consulted for recommendations concerning which of these schools they felt would be willing to participate in the research and would be receptive to the researchers and the research methodology. After their recommendations were made, the demographic data for the schools were analyzed so as to vary the geographical location (urban, suburban, rural), size of the district and the school, and the racial composition.

In the initial contact by telephone, the principal was asked if the school would participate. A telephone survey (Appendix A) was used to elicit specific information concerning the school. A letter reiterating the request was sent along with an abstract of the studies (Appendix B) so that IIC's and the staff could become involved in the decision. A discussion of the research with the IIC's and units was encouraged so as to take into account Kahn and Mann's (1969, p. 48) warning that "while it is seldom possible to do research in an organization without gaining acceptance of the top levels of the authority, status, and prestige structures, it is seldom possible to gain real acceptance on the part of the subordinates by having the research team ordered in by the top control figures."

A return call was made to confirm the decision and to schedule the visits. The visits were scheduled so as to enable the researchers to observe one IIC meeting and one unit meeting in two I & R Units. A letter of confirmation (Appendix C) was forwarded which outlined the tasks to be undertaken during the visit.

The main focus of attention in the study was on the participants and activities of the IIC's and two I & R Units in each school. One primary and one intermediate unit were asked to participate. The selection of the participating units was done either by the principal alone or by a joint decision of the unit leaders and teachers. No specific criteria were given by the researcher except that the units be willing to participate.

The staff of 16 units were interviewed and observed. Interview schedules were set either by the researcher, the unit leader, or the principal. Each member was interviewed except in those cases where a member was absent or the schedule did not allow for it. Every attempt was made to talk with each member of each unit.

Description of the Selected Schools

The following section includes a description of the eight schools selected for the study and personal data on respondents. Table 2.1 gives an overview of all eight schools conveying pertinent background information. The table is followed by a multiunit organizational chart and a descriptive narrative for each school.

The Organizational charts (Figures 2.1 through 2.2) are depicted using the following codes:

UL = Unit Leader

UT = Unit Teacher

HT = Homeroom Teachers i.e. the teachers that are assigned a specific group of students for the school year

I = Intern

ST = Student Teacher

SE = Special Education

IMC = Instructional Material Center

$N_1(XX{:}N_2)$ = N_1 is the number of teachers who hold the position described in the parentheses.
XX is the status of the role
N_2 is the grade level, age level (if specified) or subject the position is responsible for.

Example: 2(UT:5-6) There are 2 unit teachers with homerooms of students in grades 5-6.

Table 2.1

BACKGROUND INFORMATION ON SCHOOLS STUDIED

	SCHOOL A	SCHOOL B	SCHOOL C	SCHOOL D
LOCATION	West	Midwest	West	Midwest
TYPE OF AREA	Suburban	Mid-size City	Suburban	Large Urban
NO. OF STUDENTS	800	500	450	1130
STUDENT DAY	9:00-3:30	9:00-3:30	Gr. 1-4: 8:45-2:00 Gr. 5-8: 8:30-3:00	8:55-2:30
TEACHER DAY	8:40-3:45	8:30-4:00	8:00-3:30	8:30-3:15
UNITS	Unit Gr. Lev. No. UT A1 K-2 10 A2 3-4 7 A3 5-6 7	Unit Gr. Lev. No. UT B1 K-2 7.5 B2 3-6 5 B3 3-6 5 B4 Spec. areas 6	Unit Gr. Lev. No. UT C1 K-1 5 C2 1-3 7 C3 3-8 7	Unit Age Lev. No. UT D1 13-15 7 D2 11-13 5 D3 11-13 5 D4 10-11 3 D5 9-10 3 D6 7- 9 3 D7 7- 9 3 D8 5- 7 3
IIC MEMBERSHIP BEYOND UL AND PRINCIPAL	IMC director		Aide and SE reps.	Asst. principal, IMC coordinator, Resource Center, Director, 1 adjust. staff, 1 counselor
RACIAL CONCENTRATION	White	White	Black/ Mex. Amer.	Black
ECONOMIC LEVEL	Low-middle	Upper-middle	Low/ low-middle	Low-middle
UL COMPENSATION				
. Financial	$200 + 1 mon. salary for 1 mon. of add'l. work	None	None	None
. Released time	None	None	None	None

Table 2.1 (Continued)

BACKGROUND INFORMATION ON SCHOOLS STUDIED

	SCHOOL E	SCHOOL F	SCHOOL G	SCHOOL H
LOCATION	East	East	Midsouth	Midwest
TYPE OF AREA	Suburban	Rural	Urban	Mid-size City
NO. OF STUDENTS	485	360	925	430
STUDENT DAY	9:00-3:00	8:30-3:00	8:15-2:45	8:45-3:00
TEACHER DAY	8:30-3:15	8:15-3:30	8:00-3:00	8:00-4:00
UNITS	Unit Gr. Lev. No. UT E1 K-2 8 E2 3-4 6 E3 5-6 8	Unit Gr. Lev. No. UT F1 K-2 7.5 F2 3-4 5 F3 5-6 6 F4 Spec. areas 5	Unit Gr. Lev. No. UT G1 K-4 Monoling. 10 G2 5-6 Monoling. 2 G3 4-6 Monoling. 4 G4 K-3 Bilingual 8 G5 4-6 Bilingual 6	Unit Gr. Lev. No. UT H1 K 1.5 H2 1-2 4 H3 2-3 3 H4 4-6 4 H5 4-6 4
IIC MEMBERSHIP BEYOND UL AND PRINCIPAL	Reading tchr., librarian, tchr. rep. from each unit		A UL leader is also asst. prin., 1 asst. UL	IMC director
RACIAL CONCENTRATION	White	White	Mex. Amer.	White
ECONOMIC LEVEL	High-middle	Low-middle	Low	Low-middle
UL COMPENSATION . Financial	$600-$800 depending on size of unit	$800	None	4% of base salary
. Released time	None	2 hrs. (by subs.)	None	None

Table 2.1 (Continued)

BACKGROUND INFORMATION ON SCHOOLS STUDIED

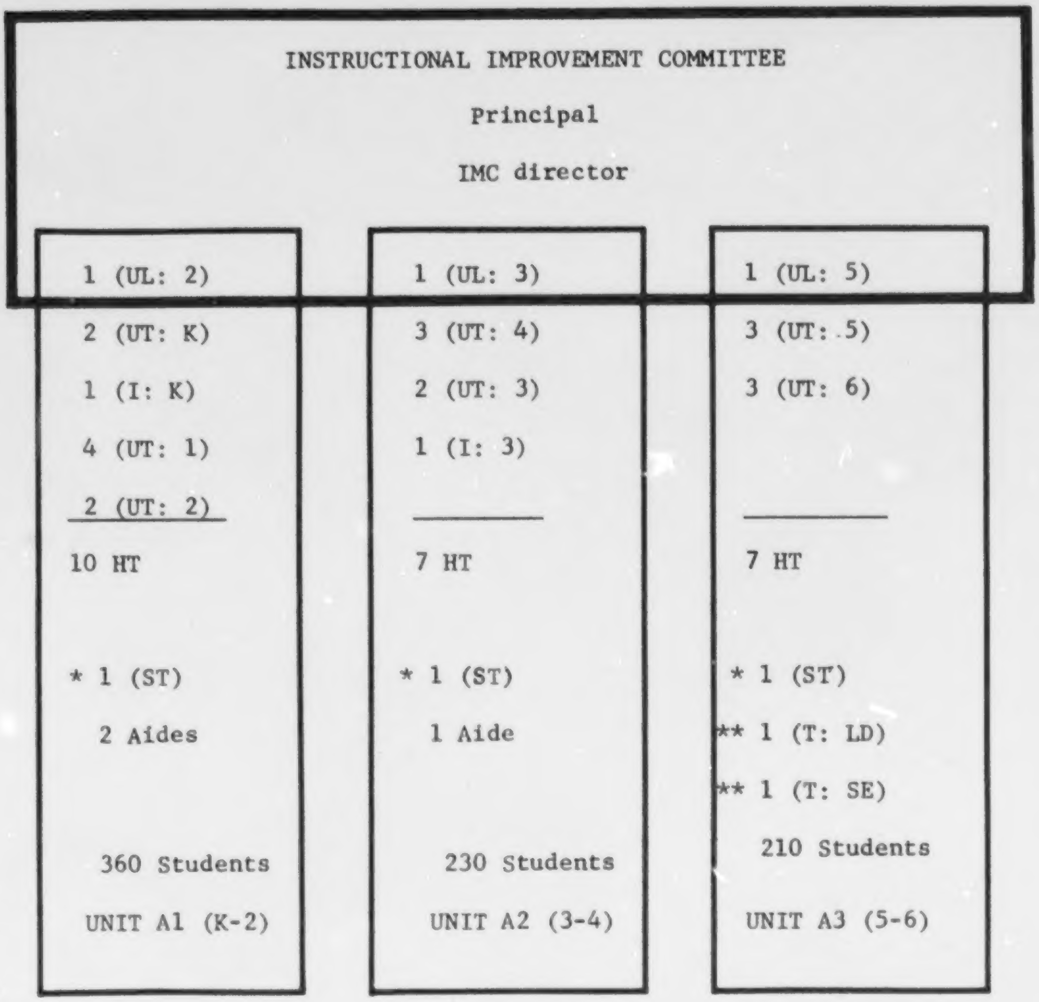
	SCHOOL A	SCHOOL B	SCHOOL C	SCHOOL D
RELEASED TIME FOR TEACHERS	Early release for students	None	Students dismissed earlier on one day	None
SPECIAL TEACHERS	1.0 LD 1.0 SE 1.0 IMC direc.	1.0 Music .5 Community direc. 1.0 Phy. ed. .5 Guid. couns. 1.0 Art	1.0 Speech ther. .3 Sch. psyc.	1.5 Phy. ed. 2.0 Librarians 2.0 Moderate LD 1.0 Educ. Mentally Handicapped 1.5 Adjustment .5 Guidance and Enrichment 1.0 Music
AIDES	3 aides	5 aides	5 aides--reg. program 6 aides--bilingual program	8 aides
IIC MEETINGS	Weekly, Fri. 12:00-1:30	Weekly, Thurs. 8:00-8:45	Weekly, Tues. 3:15-4:15	Weekly, Tues. 2:30-3:30
I & R UNIT MEETINGS	Weekly, Fri. 2:00-4:00, during released time	Weekly, 8:00-8:45	Biweekly, Wed. 1:15-3:45 during released time	Twice a week, approx. 45 min. each, times vary
TYPE OF BUILDING	Open concept	Open concept in pods	Separate classrooms	Separate classrooms, courtyard, closed campus
FACULTY MEETINGS	Bimonthly, Tues. 8:00-8:40	3-4 times a year	Bimonthly, Mon. 3:15-3:45	Scheduled bimonthly

Table 2.1 (Continued)

BACKGROUND INFORMATION ON SCHOOLS STUDIED

	SCHOOL E	SCHOOL F	SCHOOL G	SCHOOL H
RELEASED TIME FOR TEACHERS	Can request 1:00 dismissal	Students dismissed early on one day	None	1 hr. weekly provided by team of subs.
SPECIAL TEACHERS	1.0 Art 1.0 Music 1.0 LD 1.0 Phy. ed.	1.0 Phy. ed. 1.0 Art .5 Speech 1.0 IMC direc. 1.0 Nurse 1.0 Reading	1.0 Reading 1.0 Oral lang. 1.0 Math .5 Migrant tchr.	.4 Art .3 Music 1.0 LD .2 Band .2 Orchestra .6 Speech .2 Phy. ed.
AIDES	3 aides plus 2.5 for other programs	7 aides	2 aides	3 aides plus 2 noon-hour aides
IIC MEETINGS	Monthly, Mon. 3:15-4:30	Weekly, Mon. 3:30-4:30	Weekly, Wed. 2:45-3:30	Weekly, Wed. 8:00-8:45
I & R UNIT MEETINGS	Daily, 45 min. during special classes	Wed., 1:30-3:30 during released time	Twice per week, approx. 45 min. each, times vary	Mon., 1 hour during released time
TYPE OF BUILDING	Separate classrooms	Open concept with folding walls	Separate classrooms, open space, and portable classrooms	Open concept in pods
FACULTY MEETINGS	Ave. twice/mon. Mon., 3:15-4:45	Scheduled bimonthly	Scheduled once a month	Scheduled once a month

School A


INSTRUCTIONAL IMPROVEMENT COMMITTEE
Principal
IMC director
1 (UL: 2)
2 (UT: K)
1 (I: K)
4 (UT: 1)
2 (UT: 2)
10 HT
* 1 (ST)
2 Aides
360 Students
UNIT A1 (K-2)
1 (UL: 3)
3 (UT: 4)
2 (UT: 3)
1 (I: 3)
7 HT
* 1 (ST)
1 Aide
230 Students
UNIT A2 (3-4)
1 (UL: 5)
3 (UT: 5)
3 (UT: 6)
7 HT
* 1 (ST)
** 1 (T: LD)
** 1 (T: SE)
210 Students
UNIT A3 (5-6)

* Present during the fall and spring quarters only.

** Attends only IIC announcement and discussion section of the unit meeting.

Figure 2.1. Multiunit Organizational Chart--School A.

School A

School A, of approximately 800 students, draws from a mostly white, low-to-middle-income suburban area. It is in a large school district of 51 elementary schools, 13 junior high schools and seven high schools. Six of the elementary schools have implemented IGE.

Constructed in 1973, the school building features a centrally located atrium and has three open pod areas situated in close proximity to the instructional media center and the staff lounge. Other physical facilities include a cafetorium; rooms for art, special education, and music; and a teachers' workroom.

The staff of the school is comprised of a principal, 22 classroom teachers, three specialist teachers, two interns, three student teachers, and three aides. Parent volunteers assist in the school in a variety of ways--"They just come and do jobs galore."

The IIC meetings are held each Friday from 12:00 to 1:30 p.m. Other unit teachers or student teachers supervise the unit leaders' homerooms during this time. Members of the IIC include the principal, unit leaders, and the IMC director who takes the minutes. At the conclusion of each meeting these are checked by a unit leader and are duplicated for immediate distribution. Faculty meetings are held when required, but the IIC is presumed to be the decision-making body of the school.

The school has three multiaged I & R Units whose staffs meet for planning each Friday afternoon when students are dismissed early at 1:50 p.m. During this time, those students who wish to remain at the school are supervised by the principal and teacher aides while they watch a full length feature film.

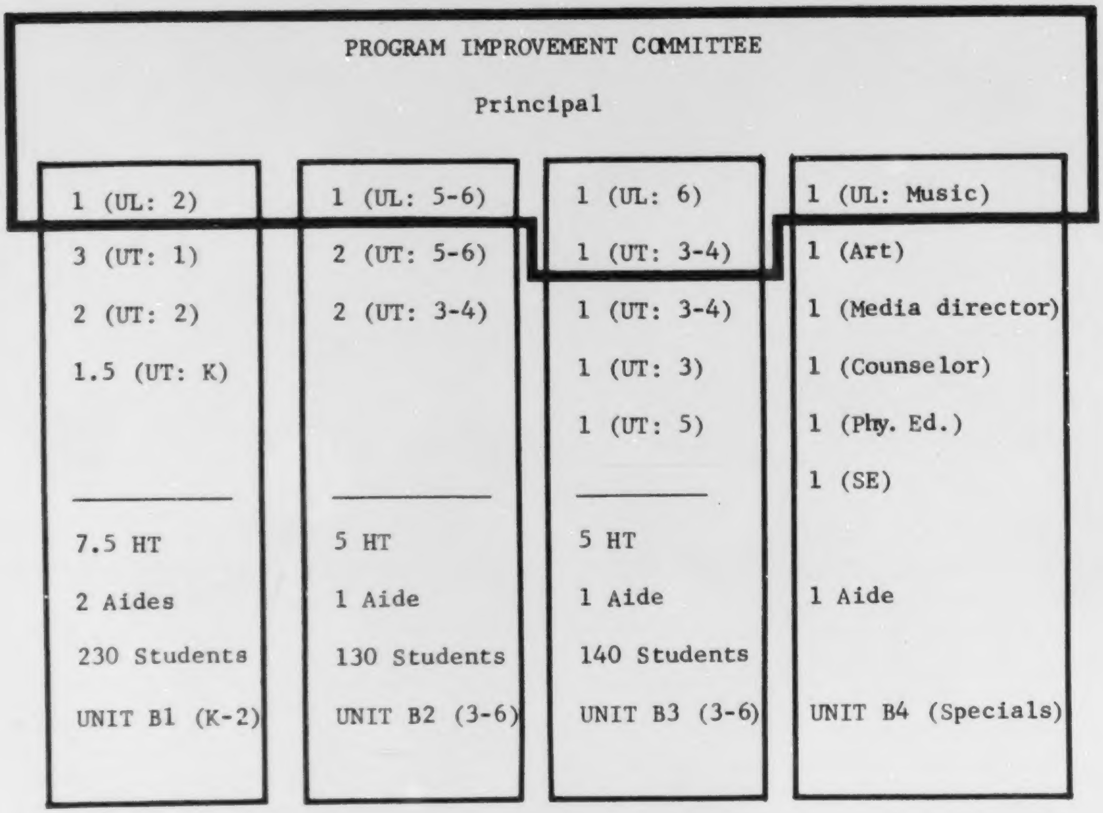
Unit leaders are reimbursed by $200 to which is added one month's salary for an additional two weeks work before and after the school year.

Unit leaders are appointed only after the vacancies are advertised throughout the district. The principal seeks the input of other unit leaders, unit members and a district office representative before making his recommendation. The teachers' association supports the position of unit leader, as this gives teachers another position to which they may aspire without leaving the association's ranks.

Several committees function within the school organization, including: the Parent and Teacher Association for home-school-community relations, a building committee comprising teacher association members for personnel problems which emerge, a social committee for special activities, and a discipline committee for coordinating discipline procedures throughout the school.

All of the IGE schools in this state belong to the HUB which meets twice a year, under the leadership of the principal of this school. An SPC which comprises the principal, a unit leader, and a teacher from each of the six district IGE schools meets monthly and presentations are planned, grant possibilities discussed, and other ideas exchanged. The state university gears its certification courses to the philosophy of IGE.

School B



PROGRAM IMPROVEMENT COMMITTEE

Principal

1 (UL: 2)	1 (UL: 5-6)	1 (UL: 6)	1 (UL: Music)
3 (UT: 1)	2 (UT: 5-6)	1 (UT: 3-4)	1 (Art)
2 (UT: 2)	2 (UT: 3-4)	1 (UT: 3-4)	1 (Media director)
1.5 (UT: K)		1 (UT: 3)	1 (Counselor)
		1 (UT: 5)	1 (Phy. Ed.)
			1 (SE)
7.5 HT	5 HT	5 HT	
2 Aides	1 Aide	1 Aide	1 Aide
230 Students	130 Students	140 Students	
UNIT B1 (K-2)	UNIT B2 (3-6)	UNIT B3 (3-6)	UNIT B4 (Specials)

Comment: A community director is shared with another school but is not part of the IGE organizational structure.

Figure 2.2. Multiunit Organizational Chart--School B.

School B

School B is located in a rapidly growing city of 60,000 people. Built in 1968, it enrolls approximately 500 students most of whom come from white, upper-middle-class backgrounds. Low income housing is being built adjacent to the school so that the flow of students from this area is expected to increase considerably. The district includes 16 elementary schools, three of which are IGE, six junior, and three senior high schools.

Of the four pods which comprise the physical plant of this school, three are for the multiaged units, termed learning communities, while the fourth houses the kindergarten, cafeteria/gymnasium and kitchen. Each teaching unit pod has movable walls, a common resource area supervised by the unit's aide, and an office area for teachers. Other physical facilities of the school include rooms for special education, music, and art; an instructional media center; and a teachers' lounge.

The school has been an IGE school for eight years, being one of the original pilot schools of the district. It has 18 teaching staff members (one of whom is half-time in the kindergarten), six specialist teachers, five aides, a community education director, and a nurse. Parent volunteers supplement the work of the staff.

Three or four faculty meetings are held each year and the building level Program Improvement Committee (PIC) meets each Thursday from 8:00 to 8:45 a.m. It is comprised of the principal, the unit leaders of teaching units, a unit teacher, and the unit leader of the "specials" unit which is organized for administrative and communicative purposes. No release time or monetary compensation is provided to the unit leaders.

The units are scheduled to meet weekly, before school, for 45 minutes, but this is a flexible arrangement, which frequently means that units meet more often. When curricular matters are discussed, the objectives must be "grade-oriented" to meet central office requirements. The "specials" unit meets less frequently than the others, so its unit leader ensures prompt communication of IIC matters through a duplicated information sheet.

Parental support is evident in that the school has an active Parent Advisory Board (PAB) consisting of eight parents, a teacher, and the principal. The PAB is established to discuss curricular and policy matters. The parent-teacher organization promotes fund raising and social activities. The Student Council, organized by the guidance counselor, works to have student ideas implemented.

The district organizes Instructional Improvement Committees (IIC) on a districtwide basis. Each curricular area has an IIC, (which is not to be confused with what is known as an IIC in the IGE literature). Each school in the district is represented on these committees. Members are given time off to attend the meetings, and are given $10 compensation for each meeting that they attend.

A Community Education Project is organized from the school by a director who schedules different community activities in the building for adults and children of the area. It is another means whereby the school and the community work together.

The teacher association and the central office place few impediments to the school's successful functioning, although budgetary considerations typically loom large. Social events and a secret pal system help to maintain staff morale.

Fourteen IGE schools, including this one, belong to a regional IGE league which has its activities coordinated by a HUB.

School C

School C is one of five schools located in a small, all-elementary school district which promotes IGE. Of the 4,000 students in the district, approximately 450 attend this school which draws from a predominantly black suburban area. The remainder of the students are of Mexican-American descent. The economic level of the families served by the school is predominantly low to lower-middle income.

The school building consists of three separate structures. Classrooms (which are kept locked to dissuade intruders) open onto unenclosed hallways. Because vandalism is a problem, teachers are required to store valuable items of equipment and other materials overnight in a specially secured room. Apart from the classrooms, other physical facilities include a library, a cafeteria which serves both breakfast and lunch, a teachers' lounge, small office suites for the principal and project director, and a detention room.

The staff is comprised of the principal, sixteen classroom teachers, three specialist area teachers, five aides for the regular program, six aides for the bilingual program, a speech therapist, a

School C

SCHOOL INSTRUCTIONAL COUNCIL

Principal
SE representative
Aide representative

1 (UL: K)	1 (UL: 2-3)	* 1 (UL: 3-4)
1 (UT: K)	2 (UT: 1-2)	* 1 (UT: 5-6)
* 1 (UT: K)	1 (UT: 2)	* 1 (UT: 7-8)
* 1 (UT: 1)	* 1 (UT: 1-2)	1 (UT: 3)
1 (UT: MH)	* 1 (UT: 2-3)	2 (UT: 4)
	** 1 (UT: EH)	** 1 (UT: EH)
5 HT	7 HT	7 HT
	1 Rdg. Tchr.	
110 Students	170 Students	170 Students
UNIT CL (K-1)	UNIT C2 (1-3)	UNIT C3 (3-8)

* Teachers in the bilingual program.

** Teacher of the Educationally Handicapped.

Comments:

Other staff members in the school but not in the IGE organizational pattern: 1 Project Director of the bilingual program
1 Speech therapist
.3 Psychologist

Aides are assigned to programs instead of units.

There are 6 aides in the bilingual program and 5 aides in the regular program.

Figure 2.3. Multiunit Organizational Chart--School C.

reading teacher, a part-time psychologist, and the project director of the bilingual program. The school has no librarian, so teachers must check out books and materials as required.

Three programs are operating in the school: a "regular" K-4 program for black students taught by nine teachers; a federally funded K-8 program for Mexican-American students taught by seven teachers having its own project director and secretary; and a special education program with a teacher each for the multiply handicapped, the primary educationally handicapped, and the intermediate educationally handicapped.

The school is organized according to the multiunit model, having three multiaged units which cut across the three programs. Unit leaders receive no additional financial compensation, but receive some released time when a permanent substitute teacher, employed in the school for a part of the second semester, is available.

Full faculty meetings are held on the second and fourth Mondays from 3:15 to 4:15 p.m.

The School Improvement Committee, comprised of the principal, three unit leaders, a representative of the special education teachers, and a representative of the instructional aides, meets each Tuesday from 3:15 to 4:15 p.m.

The I & R Unit staffs meet on every second Wednesday from 1:15 to 3:45 p.m. Agendas and minutes are kept according to a format required by the district superintendent. Copies of minutes are sent to the school board and the central office where they are reviewed and evaluated. Alternate Wednesdays are mandated as in-service education days by the district office which also requires that the major focus for these sessions be on individualization of instruction and classroom management. Wednesday, therefore, is an early dismissal day which is referred to as the "minimum day."

The district has undergone two internal reorganizations in recent years due to decreasing enrollments and school closings. These have posed many adjustment challenges to the principal and staff of the school. The principal is also new to the school this year.

At the present time an attempt is being made to form an IGE league in the general area in which the school district is located. The need for a facilitator is acutely felt. Such a person, whether working from a county or university office, is seen as one who would help to "keep us going and let us know whether we are or are not measuring up as an IGE school. But the problem is, where to find the money to support such a person?"

School D

School D is a closed campus school, situated in a densely populated urban area. Opened in 1973, it is one of the nine IGE schools in the district which includes 24 elementary schools (K-8), one upper-grade center (7-8), two high schools (9-12), and one vocational technical high school (9-12).

The socioeconomic background of the school's 1,130 black students covers the low to middle income range with the lower classification predominating.

School D

INSTRUCTIONAL IMPROVEMENT COMMITTEE

Principal
Assistant principal, IGE coordinator, Resource center director, Adjustment staff, Counselor

1 (UL: 1)	1 (UL/EMH*)	1 (UL:RT**)	1 (UL: 4)	1 (UL: 5)	1 (UL: 6)	1 (UL: 7)	1 (UL: ages 13-15)
2 (UT: K)	2 (UT: 2)	1 (UT: 2)	1 (UT: 5-6)	1 (UT: 6)	2 (UT: 6)	1 (UT: 6)	3 (UT: ages 13-15)
3 (UT: 1)	1 (UT: 4)	2 (UT: 3)	1 (UT: 5)	1 (UT: 5-6)		1 (UT: 7)	
1 (UT: 1-2)	1 (UT: 3)	1 (UT: 4)					
7 HT	5 HT	5 HT	3 HT	3 HT	3 HT	3 HT	
	1 Rdg. Tchr.		1 Rdg. Tchr.			1 Moderate LD	1 Music Tchr.
1 Aide	1 Aide	1 Aide	1 Aide	1 Aide	1 Aide	.5 Aide	.5 Aide
250 Students	140 Students	140 Students	120 Students	120 Students	110 Students	120 Students	130 Students
UNIT D1 (Ages 5-7)	UNIT D2 (Ages 7-9)	UNIT D3 (Ages 7-9)	UNIT D4 (Ages 9-10)	UNIT D5 (Ages 10-11)	UNIT D6 (Ages 11-13)	UNIT D7 (Ages 11-13)	UNIT D8 (Ages 13-15)

* Educable Mentally Handicapped
** IGE Resource Teacher

Comment: Other staff members in the school but not in the IGE organizational pattern:

1.5	Phy. Ed.
2	Librarians
1	Aide--library
1	Moderate LD
1	EMH
1	Adjustment

Figure 2.4. Multiunit Organizational Chart--School D.

The staff works in a building that enclosed a large courtyard play area and has broad hallways which are used for small group instruction. The staff with which some white teachers are being integrated includes the principal, an assistant principal, 32 classroom teachers, two IGE coordinators, nine specialist areas teachers and eight aides. The school is termed a demonstration school by the district office so that visitors are frequent. It maintains a high visibility in the community through active public relations efforts and cooperation with a local newspaper.

The library resource center is used by students and teachers during the day and by the community both during and after school hours. The school has a gymnasium, but no special art or music facilities. The programs in these subject areas are thus limited. Small areas are set aside for the counseling and adjustment staffs. Breakfast and lunch are served at the school.

The school is divided into eight multiaged units which meet for planning on an average of twice per week, either after school is dismissed, or when students are having special programs. Some units have specialist teachers attached because their expertise is necessary for the educational needs of the students in the unit.

The unit leaders receive neither released time nor reimbursement.

Each unit takes turns in presenting biweekly in-service education on an IGE related theme to the faculty.

The IIC meets each Tuesday at 2:30 p.m. Its formal membership comprises the principal, assistant principal, eight unit leaders, an IGE coordinator, the resource center director, and one representative from each of the adjustment and counseling staffs. An open invitation exists for all staff members to attend.

The district office is viewed as supportive of the school, watching it with interest and giving it freedom to operate within the policy requirements of the district. Its former support for an IGE league has ceased, because limited finance has caused the IGE facilitator position to be dropped. League activities have lapsed. The teacher association causes "no ripples" in the school. Many teachers belong to a national alliance of black school educators. They also serve on curriculum committees within the school.

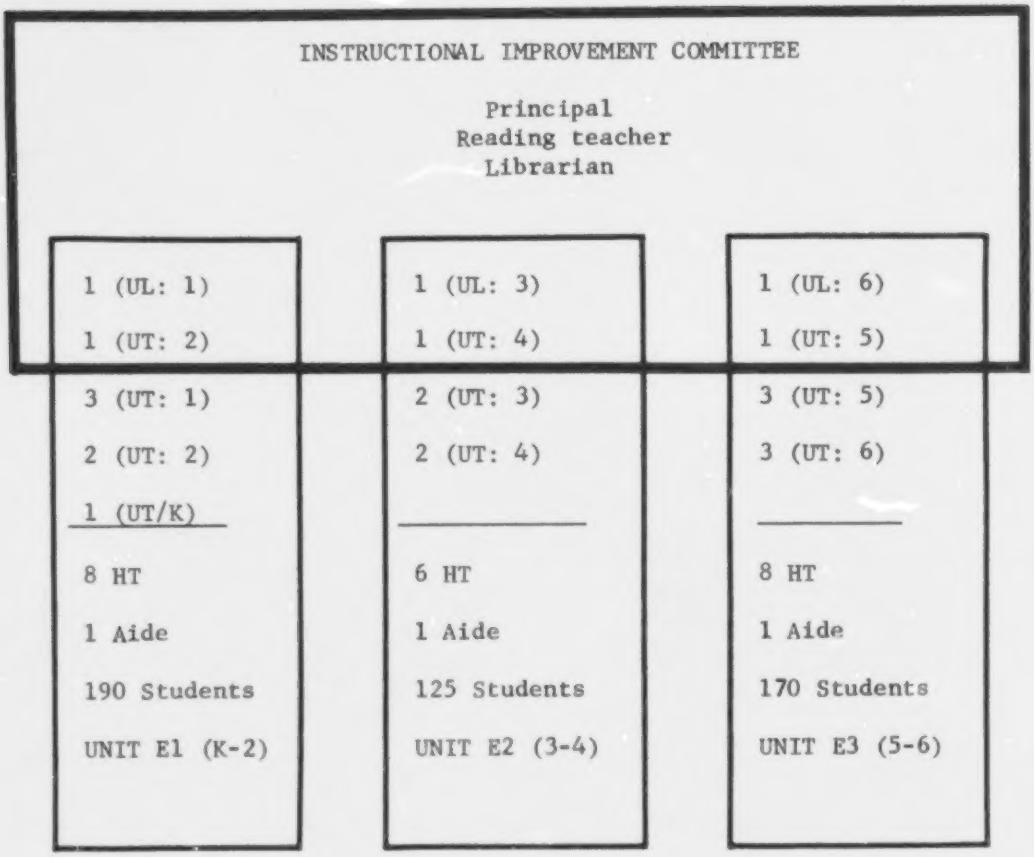
The State College is now providing IGE related courses which are expected to give a stimulus to IGE in the district. Several staff members at this school have enrolled.

Parent support is "above average for the school"--especially in fund raising and responding to any calls for assistance.

School E

School E of 485 students is located in a small, suburban school district of five IGE elementary schools, one junior high, and one senior high school. Due to declining enrollments, two elementary schools have closed in recent years. The school's staff this year underwent important changes because a neighboring school closed last year and integration of transferred staff was "not a smooth process." The school caters to the students from the high-middle income area in which it is located. Two percent of the student population, are part of a program called "Project Concern." These students, all of which

School E


INSTRUCTIONAL IMPROVEMENT COMMITTEE
Principal
Reading teacher
Librarian
1 (UL: 1)
1 (UT: 2)
3 (UT: 1)
2 (UT: 2)
1 (UT/K)
8 HT
1 Aide
190 Students
UNIT E1 (K-2)
1 (UL: 3)
1 (UT: 4)
2 (UT: 3)
2 (UT: 4)
6 HT
1 Aide
125 Students
UNIT E2 (3-4)
1 (UL: 6)
1 (UT: 5)
3 (UT: 5)
3 (UT: 6)
8 HT
1 Aide
170 Students
UNIT E3 (5-6)

Comments: Other staff members in the school but not in the IGE organizational pattern:

1 Art
1 Music
1 LD
1 Phy. Ed.
.5 Aide with a special project
1 Aide--library
1 Aide--SE

Figure 2.5. Multiunit Organizational Chart--School E.

are black, are involved with a busing plan which brings these students in, on a voluntary bases, from the inner city.

The classrooms, built in 1963, are in two main wings. Other physical facilities include a cafeteria; a gymnasium; rooms for art, music, and health; a room for the speech therapist and the psychologist; a teachers' workroom; and a teachers' lounge.

The faculty includes 22 classroom teachers, seven special teachers (one of whom is one-half time), a nurse, and a half-time social worker. There are six aides--one for each unit, the library, and special education--and a part-time aide for "Project Concern."

The IIC which meets monthly, is comprised of the principal, unit leaders, teacher representatives from each unit, the reading teacher, and the librarian. Agendas and minutes are maintained.

The three units meet daily for 45 minutes. At times, the unit teachers meet by grade level rather than by unit teams. Unit leaders keep a journal of unit activities, including meetings, plans made, activities accomplished, queries, and reminders. The principal reads these weekly, responding and adding suggestions where necessary.

Unit leaders receive compensation at the rate which applies to high school department chairpersons. No released time, other than that available when classes are with special teachers, is provided. However, 1:00 p.m. dismissals are possible with district office permission, and this is taken advantage of two to four times a year. When a unit leader position falls vacant it is posted, with the principal making the final choice from among the applicants.

Within the school there are such committees as the publicity and social committees. Many teachers are members of school district task forces which are in operation for each subject area. Other committees include the Pupil Planning Placement team, the Right to Read Task Force (which has citizen representation), and teams concerned with literacy.

The school is a demonstration school for the Developing Mathematical Processes (DMP) program which is being adopted districtwide. As such, it is expected to meet the board's requirement that schools implement a Management By Objectives (MBO) scheme across all curricular areas which would become part of the larger pattern of systemwide goals. MBO is expected to lead to district monitoring of progress and easy exchange of ideas through a Systemwide Program Committee which is yet to be established. The superintendent is viewed as strongly supportive of the total program, and teachers feel comfortable with the curriculum coordinator who is accessible. A new IGE league has been formed and the school has joined it. The nearby university is seen as a key factor in IGE refinement and renewal in that it offers specific courses in IGE.

School F

School F, of approximately 400 pupils, is situated in a middle class, rural, school district. It was built several years ago according to specifications which enabled the IGE model to be adopted from the opening day. Four open-space, teaching-learning areas surround a central instructional media center. Other facilities include a cafeteria, gymnasium, kindergarten, music room, and art room. Seventeen and one-half classroom teachers, four full-time specialist area

School F

SYSTEM INSTRUCTIONAL IMPROVEMENT COMMITTEE

Principal

1 (UL: 1)	1 (UL: 3-4)	1 (UL: 5-6)	1 (UL: Phy. Ed.)
1.5 (UT: K)	4 (UT: 3-4)	5 (UT: 5-6)	1 (Music)
2 (UT: 1)			1 (Art)
3 (UT: 2)			1 (Rem. rdg.)
			.6 (Speech ther.)
7.5 HT	5 HT	6 HT	
3 Aides	2 Aides	2 Aides	
120 Students	110 Students	130 Students	
UNIT FL (K-3)	UNIT F2 (3-4)	UNIT F3 (3-6)	UNIT F4 (Specials)

Comments: Other staff members in the school but not in the IGE organizational pattern:

.3 School Psychologist
.3 Learning Disabilities
.3 Social Worker
1 Nurse

Figure 2.6. Multiunit Organizational Chart--School F.

teachers, four part-time special area teachers, seven aides, a nurse, and several interns complete the staff.

The school is organized according to the multiunit IGE model. There are three multiaged teaching units and a fourth unit of special area teachers. The units meet each Wednesday at 1:30 p.m.--the students having been dismissed early. Unit leaders have a job description provided by the school board, receive additional pay (the special area leader receives half of the supplement paid the others), and are granted two hours released time a week when a substitute teacher is employed. Early dismissal of students each Wednesday provides time for unit meetings.

The System Instructional Improvement Committee (IIC), which is comprised of the principal and the four unit leaders, meets each Monday after school. Faculty meetings are called on Wednesday afternoons, as needed.

School board members and parents take a close interest in the school and are generally supportive.

The state Department of Public Instruction supports IGE. An IGE State Director has an assistant and four facilitators in the field. A facilitator is on call for this school.

The Education Association for the state has opposed IGE from the outset, but it has had little impact on this school.

No HUB type organization exists, but a league covering several counties does function and meets bimonthly. The school sends a representative to these meetings.

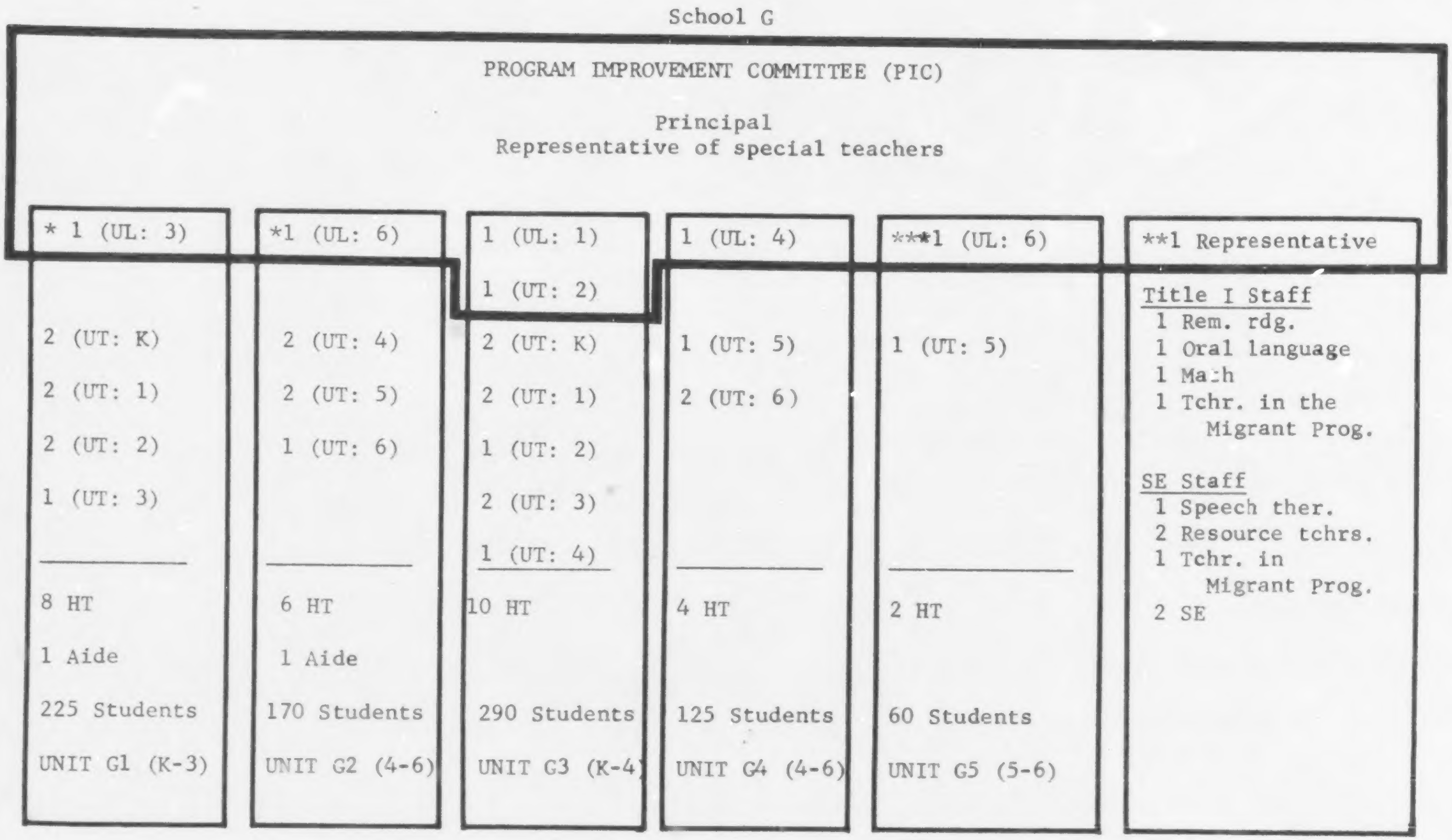
School G

School G, of approximately 925 students, is situated in a financially disadvantaged school district which enrolls about 11,000 students in nine elementary, two middle, and two senior high schools. Parents are mainly in the low income bracket with more than 80 percent of the students qualifying for free lunch, according to the federal poverty criteria.

About 98 percent of the students are Mexican-American. An early childhood program, and a special education program for the physically or emotionally handicapped enables three- and four-year-olds to start school. The regular K-6 program begins with five-year-olds. The school has two streams which divides it fairly evenly monolingually and bilingually (English and Spanish). The bilingual program includes children, who predominantly speak Spanish, and whose parents accept the invitation for their children to join that stream.

IGE was adopted at the school five years ago and was embraced fully by the staff "hook, line, and sinker," because it was considered "not to cost much, and individualization can be begun with what you have. The model has been modified to suit our needs."

The physical provisions of the building vary. One unit, the largest, is accommodated in the extensive open-space area. Other units are located in self-contained classroom areas. Specialist teachers and the library resource center use portable classrooms. The lunchroom is the only other special purpose space, no provision being made for art, music, or gymnasium. Little use is made of the small staff lounge.


School G
PROGRAM IMPROVEMENT COMMITTEE (PIC)
Principal
Representative of special teachers
* 1 (UL: 3)
2 (UT: K)
2 (UT: 1)
2 (UT: 2)
1 (UT: 3)
8 HT
1 Aide
225 Students
UNIT G1 (K-3)
*1 (UL: 6)
2 (UT: 4)
2 (UT: 5)
1 (UT: 6)
6 HT
1 Aide
170 Students
UNIT G2 (4-6)
1 (UL: 1)
1 (UT: 2)
2 (UT: K)
2 (UT: 1)
1 (UT: 2)
2 (UT: 3)
1 (UT: 4)
10 HT
290 Students
UNIT G3 (K-4)
1 (UL: 4)
1 (UT: 5)
2 (UT: 6)
4 HT
125 Students
UNIT G4 (4-6)
***1 (UL: 6)
1 (UT: 5)
2 HT
60 Students
UNIT G5 (5-6)
**1 Representative
Title I Staff
1 Rem. rdg.
1 Oral language
1 Math
1 Tchr. in the Migrant Prog.
SE Staff
1 Speech ther.
2 Resource tchrs.
1 Tchr. in Migrant Prog.
2 SE

* Bilingual Unit.
** Teachers in this group rotate attending the PIC meeting.
*** Also the assistant principal.

Figure 2.7. Multiunit Organizational Chart--School G.

The principal has a staff of 30 teachers, one of whom is designated assistant principal, and 15 specialist teachers and paraprofessionals. There are no teaching aides for the units--these having been taken away through successive budget cuts--but some aides are employed for federally funded programs. The school has no specialist teachers in art, music, or physical education. Some student teachers are assigned to the school. Faculty meetings are held monthly.

There are five multiaged units--three monolingual and two bilingual--which meet twice weekly for 45 minutes. The principal often attends. Unit leaders receive no released time or extra duty allowance. They are subject to re-election each year and some units do have an annual turnover. The principal reserves the right to veto their appointments but has not yet exercised this power. Original unit leader appointments were made by the principal. One unit, because of size, has an assistant unit leader. Unit meetings are held twice per week.

The Program Improvement Committee (PIC) meets every Wednesday from 2:45 to 3:30 p.m. It is comprised of the principal, the assistant principal (who is also a unit leader), the unit leaders, and a representative of specialist teachers who take turns monthly. A unit leader acts as minute secretary for the PIC. These minutes provide summaries and serve as the basis for PIC reports given at ensuing unit meetings.

The school district is served by a regional educational services center. The region formerly employed IGE facilitators, but budget cuts have caused these to be absorbed into other positions. However, they retain their interest in and support of IGE. They provide some IGE related in-service education and support for the regional HUB committee. The latter meets monthly, having representatives from the primary and elementary sections of the eleven IGE schools in the region. The agenda, which is compiled by a center officer, includes a guest speaker, sharing of ideas, and announcements of future meetings and workshops. In this school, representatives do not report back formally but pass on ideas by word of mouth, or have matters of particular interest included on the notes of the PIC meeting. The HUB was seen as, "...definitely worthwhile--I can share and get ideas there."

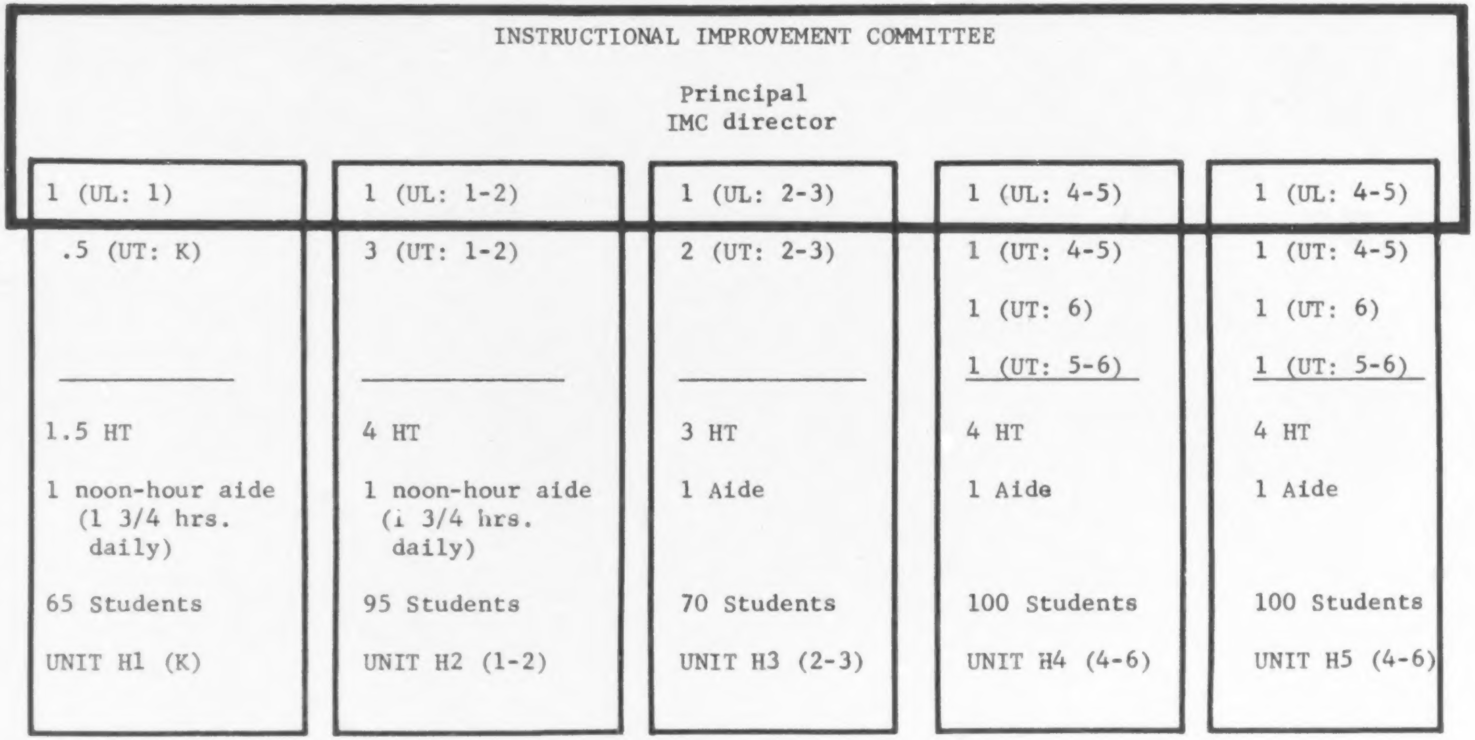
Parental support for the school is seen as moderate. The PTA is helpful when fund raising events are organized.

Teacher association relationships with the school have been supportive. With collective bargaining and related issues coming to the fore, however, some tensions may be expected.

School H

School H, on spacious grounds, is located close to a relatively affluent area of a city of 80,000. This school, about 100 percent white, enrolls 430 students divided approximately in half in terms of high or low socioeconomic backgrounds. The latter students are bused from adjacent rural areas. The school district comprises 76

School H



INSTRUCTIONAL IMPROVEMENT COMMITTEE

Principal
IMC director

1 (UL: 1)	1 (UL: 1-2)	1 (UL: 2-3)	1 (UL: 4-5)	1 (UL: 4-5)
.5 (UT: K)	3 (UT: 1-2)	2 (UT: 2-3)	1 (UT: 4-5) 1 (UT: 6) 1 (UT: 5-6)	1 (UT: 4-5) 1 (UT: 6) 1 (UT: 5-6)
1.5 HT	4 HT	3 HT	4 HT	4 HT
1 noon-hour aide (1 3/4 hrs. daily)	1 noon-hour aide (1 3/4 hrs. daily)	1 Aide	1 Aide	1 Aide
65 Students	95 Students	70 Students	100 Students	100 Students
UNIT H1 (K)	UNIT H2 (1-2)	UNIT H3 (2-3)	UNIT H4 (4-6)	UNIT H5 (4-6)

Comments: Other staff members in the school but not in the IGE organizational pattern:

.4 Art	.2 Phy. Ed.	.2 Orchestra	.1 Counselor
.3 Music	.1 LD	.1 Psychologist	
.6 Speech	.2 Band	.1 Social Worker	

Figure 2.8. Multiunit Organizational Chart--School H.

elementary, four middle, and four senior high schools.

The school, of open concept design, was built eight years ago. The two major teaching spaces which house the primary and elementary units are separated by the instructional media center. The kindergarten is situated some distance from this learning area. Other major physical facilities include a combination gymnasium-cafeteria, music room, and art room. A small, but comfortable, teachers' lounge, small seminar rooms, and a project area complete the major physical components of the building.

IGE was adopted when the school was built. Currently, there are four multiaged units--two primary and two elementary--and a self contained kindergarten area. Released time of one hour per week is provided for teachers of each unit through employing a team of substitute teachers. Unit leaders receive extra salary.

The teaching staff comprises 16.5 teachers; an IMC director; six specialist teachers; band and orchestra teachers, a psychologist, a social worker and a guidance counselor (who are shared with other buildings); three teaching aides; and two noon hour aides. The noon hour aides spend three hours at the school each day--one hour and a quarter on outside supervision and the remaining time performing clerical duties for the two units without full time teaching aides. Parent volunteers are also used in the school.

The IIC, which is comprised of the principal, the four unit leaders and the IMC director, meets biweekly at 8:00 a.m. There is an open invitation for other teachers to attend.

Faculty meetings are held once a month. These are essentially for hearing and asking questions about various matters of concern to the principal and working committees.

The teacher association "plays a strong hand" in this district with the contract being detailed and adhered to with regard to working conditions. The teacher aides have an association which has negotiated a contract that, among other things, gives them the same working hours and days as those of teachers.

The district office curriculum coordinator takes a keen interest in the school. Strong personalized communication links exist between the Systemwide Program Committee (SPC) and the central office because of this person's membership. Meeting monthly, the SPC comprises the principals of ten schools. Matters discussed at the meetings are essentially related to policy.

The school is represented on the HUB organization which meets monthly. The representative is enthusiastic but there does not appear to be schoolwide support for it. Some teachers, however, are aware that a strong HUB type group is very desirable.

Parent support for the school is "keen." An active PTA functions, but teacher interest in it is somewhat limited.

Personal Data on Respondents

There was a two-to-one ratio of female to male members on the I & R Units. In total 85 I & R Unit members were interviewed. The ratio of women to men was two-to-one. The majority of the members were in the 20 to 35 age group, with the next range being 36 to 50, and the smallest group in the 51-plus group. Most of the members had one to 15 years of teaching experience. There were only five first-year teachers and 13 teachers with more than 16 years of teaching experience.

The majority of unit members had four or more years of teaching experience in an IGE setting, with three years of experience closely following. Only four teachers reported that this was their first year working in an IGE school.

Most teachers reported having at least one week or more of training or inservice on IGE, with fifteen teachers stating that they had no inservice training at all. Four teachers took college course work related to IGE.

One out of four unit members related having had unit leader experience with the number of years of experience highest in the four-plus category.

Instrumentation

Three instruments were developed, pilot tested, refined and then utilized. They consisted of:

1. Interview Materials (Appendix D) that included an individual profile sheet with demographic data, the gross variables that were considered, and a set of accompanying response cards.
2. An Observation Protocol (Appendix E) that described the group dynamics of the unit meetings.
3. Documentation Analysis (Appendix F) which provided a tally sheet for analyzing the content of minutes and agendas according to the IGE Model Prescriptions.

In addition, the telephone survey (Appendix A), developed during the request for participation in the study was used. The following section describes the development and pilot test of the instruments, a description of each instrument, and the use of these instruments.

Development and Pilot Test

Since two groups of decision makers were of interest to the two researchers, parallel instruments were devised. The researchers looked for key constructs and variables that appeared to impact on or be related to shared decision making. These constructs and variables were gleaned from the literature or based on the experiences of the researchers and experts in the field.

Initial visits were made to several IGE schools by a team of researchers prior to deciding on what variables would be examined. Katz (1953) described this phase of a study as:

> ...the period of informal and relatively free investigation in which the field workers try to get as thorough an understanding of the important forces in the situation as they

> can...it is essentially exploratory, with the objectives of finding out what the significant variables in the situation are likely to be and what types of instrument may have to be constructed to obtain measures necessary in the final study. (p. 67)

Observations of several unit meetings and interviews with various staff members took place. Discussions followed these exercises where perspectives were shared and the design of the study developed.

Instrumentation was developed for interviews, observations, and analysis of records. The rationale was "...the relationships that are found between measures obtained in these different ways are more convincing than if they all derived from a single instrument" (Katz, 1953, p. 82).

A pilot test was conducted in an IGE school that met the same criteria as those required for schools in the actual study. The three purposes of a pilot test cited by Katz (1953) were sought during the implementation of the pilot:

> ...1) to develop the procedures for applying the research instrument so that, for example, the scale or schedule can be used effectively with respect to the time it takes to administer, 2) to test the wording of questions so that they are suited to the understanding of the audience, and 3) to ensure, as far as is practical, that the specific questions or observations are really getting at the variable for which a measure is needed. (p. 83)

The pilot test was conducted by the two researchers, both interviewing and observing, with cross checks made to compare and validate perceptions and results. An open relationship with the staff in the pilot school enabled the researchers to validate their results by having the staff check for the accuracy of the data. Refinement of the instrumentation was also judged by several staff members along with a panel of experts consisting of researchers, IGE principals and teachers, and other graduate students in educational administration.

Instrument Description and Implementation

The instruments used in this study were designed to identify and validate the variables examined, thus providing a cross check on the information gathered. Parallel instrumentation was used by a co-researcher investigating similar variables as seen in IICs. This enabled a further check on perceptions and data gathered by the two researchers.

This researcher was interested in the behavior that affected shared decision making in I & R Units. The instruments were designed to provide guidance in collecting the data concerning this behavior, and at the same time allow for the inclusion of new variables that emerged. The description and use of each instrument follows:

Interview Material (Appendix D). The interview material consisted of three sections. Section 1 consisted of a form which required basic unit information and demographic data about the individuals of the group. This information provided a profile of each unit in terms of the variables of sex, age, teaching experience, IGE teaching experience, and training and unit leader experience.

Section 2 provided the core questions related to the specific variables under investigation. The questions could be responded to by choosing an answer along a Likert-type scale that was provided on a response card, by choosing an appropriate diagram that described their unit activity, and by providing any open-ended answer the respondent felt was either more appropriate or explained their response. The Likert format was used to enable the researchers to compare responses. At the same time, interviewees were asked to add comments, explanations, or examples any time they wished. In this way the interview was conducted with some directionality and specificity but with open-ended responses encouraged (Kerlinger, 1973, p. 483).

Section 3 of the interview form contained general questions of interest to the researchers. These questions related to the different aspects of the IGE organization and procedures and, at times, provided further open-ended discussion of the variables discussed in Section 2. If time permitted, the interviewee was asked if there were any other insights she/he had concerning their Unit and/or work in an IGE school.

Responses were written on the interview forms so that a comparative analysis by units could be made and probing questions could be made. Basic data that did not require information from all of those interviewed were asked of one respondent and verified by another.

Observation Protocol (Appendix E). The observation protocol was divided into sections by the variables of interest that paralleled the interview form. Specific behaviors were listed that pertained to each variable. A coding system was used to simplify the recording of different interactions. The content of the meeting, seating patterns, and timing were also noted to add to the information concerning the group dynamics of the meeting.

Both researchers observed most meetings together to check data collected for reliability. When opportunities arose, members of the observed teams were asked to check the reliability of the described behaviors. Lutz and Iannaccone (1969) addressed the issue of validity in field studies when they said:

> Once reliability is established, validity is not so much at question in field observations...The observer is viewing the actual behavior. He is not one step away from the behavior as is the case when tests are used to measure perceptions of behavior. Rather, the field observer is looking at the actual behavior. In this method, if the data are reliable, they are usually valid. (p. 124)

Data Collection

The eight schools were visited simultaneously by the two researchers. The duration of each visit was from three to five days. The visits were scheduled over the four-month period of February-May. During each visit, formal and informal interviews and observations were conducted and documents were collected and analyzed.

Interviews

Since two studies were being conducted simultaneously, the co-researchers often teamed during the interviews. Respondents were either interviewed by both researchers (one generally observing while the other formally conducted the interview) or they were interviewed by one of the researchers. The other researcher generally interviewed the IIC members while this researcher gave attention to the members of the two I & R Units.

The introduction to the interview followed the sequence of procedures recommended by Cannell and Kahn (1953):

> 1. The purpose and objectives of the research were explained.
> 2. The method by which the respondent was selected was described.
> 3. The agency the interviewer was affiliated with was identified.
> 4. The anonymous and confidential nature of the interview was assured. (p. 354)

In addition, each interviewee was given an explanation and signed the Informed Consent Form (Appendix G) as required by the University of Wisconsin-Madison. This form is meant to assure the protection of any person from being exposed to risk in any project or program supported by the United States Department of Health, Education, and Welfare (DHEW).

The formal interviews were scheduled for half-hour periods, but ranged in duration from 20 minutes to an hour and a half. The interview instrument (Appendix D) was used with each person with allowances being made for divergent but related discussions and rephrasing of questions where necessary (Kerlinger, 1973, p. 481). Response cards (Appendix D) with an appropriate range of answers of descriptive diagrams were used at various points in the interview when such a device appeared helpful.

Answers to the interview questions were written on the instruments. The researchers discussed various interviews after each day in the school, comparing notes and listing any new probing questions deemed necessary. Complementary information was shared and recorded from each researcher's notes.

Informal interviews took place in many situations with many different people. Opportunities for discussions arose in hallways, teachers' lounges, spontaneous get-togethers, before and after meetings, during lunch, and after school. Notes of the discussions that transpired were generally recorded at a later time.

Some opportunities arose to speak with various people, including superintendents, curriculum coordinators, custodians, parent volunteers, parents, students, school nurses, teachers of special areas, state IGE facilitators, and professors and researchers in nearby universities and research centers. The researchers also drove around the community to acquaint themselves with the larger environment of the school.

On several occasions the researchers were sought out for further discussion by different members of the staff. This motivation to discuss further the topics covered in the interview has been described by Cannell and Kahn (1953) as follows:

> Such motivation sometimes occurs because the interview offers the respondent an opportunity to talk about topics in which he is interested but usually do not obtain adequate expression...the respondent obtains satisfaction from talking with a receptive, understanding interviewer about something in which he is interested and in which he is involved. (p. 357)

Perceptions gained at such times were valuable in that open communication allowed for a free flow of ideas.

Observations

The observation instrument was used during each unit meeting and during one IIC meeting. Again, either one or both of the researchers were present during the observations. Observations of behavior were also made informally in classrooms, hallways, and staff lounges. All members of the meetings observed were made aware of the researchers' purposes and time of observing prior to the meeting time. A point was made of the fact that objective rather than evaluative data were being recorded and that it was hoped that the meetings would be conducted in the usual manner with no changes made because of the researchers' presence.

Special precautions were made to keep the observation activities from interferring with the meeting, as suggested by Heyns and Zander (1966, pp. 382-383). These included sitting as far away from the group as space permitted, avoiding conversation during the meeting, and repressing any reaction that might have conveyed an attitude concerning the activities of the meeting. Every attempt was made to appear as nonthreatening to the group observed as possible.

Observations were made on the gross variables listed on the instrument (Appendix E). The observers tallied behaviors and anecdotes during the meetings and compared notes and impressions after each observational period as a reliability check. Each observer than rated certain aspects of the meeting as described by Heyns and Zander (1966, pp. 386-388). Ratings were compared, discussed, and adjusted. Further questions and notes were taken where discrepancies arose so that verifications could be made through interviews or further observations.

Analysis of Documents

Minutes, agendas, newsletters and any pertinent documents that were available were collected at each school. These data were considered valuable in that it provided a record of events collected by persons other than the investigator that took place in a "natural" social setting (Angell and Freedman, 1953, pp. 322-323). As McCall and Simons (1969) stated,

> ...often such documents are superior to informants in that official reports and statistics cover sectors of the organization beyond the sphere of a particular informant, are based on regularized procedures often under external audit, and are more precise than the informant's memory..." (pp. 322-323).

The documents that were collected and analyzed gave some historical perspective to the operation of the units.

As McCall and Simons (1969, p. 63) warned, "...documentary surrogates for informants...are usually incomplete, unsystematic, and tantalizing but tangential." This proved true during the process of data collection and content analysis. In many cases, the units did not use or save such documents. If so, such was noted and the implications sought.

Where documents were maintained they were content analyzed using the instrument devised for this purpose (Appendix F). The content analysis consisted of tallying the number of times the categories in the instrument were addressed. These categories were the areas described in the IGE literature as being the areas of concern for the

I & R Units. The recording of the data tended to serve several purposes:

1. The sum tally per category served as a validating source of what was observed during the I & R Unit meetings.
2. Reviewing the documents provided an historical perspective of I & R Unit and IIC activities.
3. The analysis gave a perspective of the content of IIC meetings compared to I & R Unit meetings.
4. The data provided insights into what information was distributed and how it was communicated to the staff or subsystems within the staff.
5. Systems of data maintenance were noted so that priorities and methods of communication reflected by these documents could provide information concerning the decision making within and among units.

Any discrepancies and unique events that were found were recorded for further questioning.

Analysis of the Data

In a field study data gathering and analysis operate simultaneously (Lutz and Iannaccone, 1969, p. 135). Bollins and Marshall (1973) described the process as follows:

> Analysis seeks to discover the components of a phenomenon, the basic elements that underlie and explain a complex, changing issue...It can entail, for example, finding relations between parts, comparing parts, seeing patterns, and discovering inconsistencies and gaps. Analysis sifts the evidence to find basic elements...(p. 61)

The data in this study were analyzed by culling out important and recurring information related to those variables being investigated and then tabulating them. Thus, the "data are classified in some systematic fashion so they can be examined together to see what they look like collectively" (Brandt, 1972, p. 189). This process, content analysis, had as its objective the conversion of "raw" phenomena into data "which can be treated in essentially a scientific manner so that a body of knowledge can be built up" (Cartwright, 1966, p. 435).

In this study, the interview and observation protocols were structured so that responses and observations could be made for each variable of interest. In this way, data gathering and analysis did operate simultaneously. The data for each variable were presented and analyzed into categories that appeared into the broader context of each of the major theories which formed the basis for the study.

The raw data for each variable were examined for each I & R Unit and across units according to the responses of unit members; principals, aides, and others, where applicable; and from the field notes and observations of the researchers. Propositions were deduced and anectodal comments and descriptions to support them were recorded. Where Likert-type ratings were obtained, tables were constructed and used to support or refute the propositions. Finally, general statements were made about the variables being investigated.

Next, the raw data were again examined to determine the personal, and intra- and extra-organizational variables whose influence either helped or hindered the operation of the I & R Units. These data were recorded with supportive descriptive and anecdotal comments before a concluding general statement was written. Finally, the data were examined within and across I & R Units so that important relationships could be investigated and recorded between and among both the variables investigated and those additionally discovered and documented in the study.

Limitations of the Study

The first limitation of the study concerned the few cases that were under consideration which limited their representativeness. This number did not allow for valid generalizations to the population until specific hypotheses are stated and proper sampling methods are used on which these hypotheses could be tested (Isaac and Michael, 1971, p. 20).

The second limitation dealt with the researcher's susceptibility to bias in accurately reporting and analyzing what was seen (Lutz and Iannaccone, 1969, p. 117).

Related to the researcher's susceptibility to bias was the third limitation--the possibility that inaccurate information was given to answers in the interview because of a variety of personal concerns the interviewees might have had. These same concerns might have been reflected in changed behavior rather than typical behavior on the part of those being interviewed and observed.

A fourth limitation of this study centered on the timing of data collection in the schools. Specific problems that evolved at the time the researcher was in the school may have caused atypical patterns of behavior and responses.

CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA

This chapter contains the presentation and analysis of the study data in five sections. The first section discusses the data concerning the formal organization of the I & R Units. The second presents the data on the informal organization using group dynamics constructs. Data are presented in the third section concerning leadership and in the fourth section concerning decision making. The final section discusses the relationship between some of the variables.

The Formal Organization

This section includes a discussion of the formal organization of the I & R Units in this study. First, variations from the prototypic organizational model of the I & R Units are enumerated. Then, approaches to describing and measuring the units' functions are presented, followed by findings concerning these functions. The prototypic model and functions of the I & R Unit, as described in the IGE literature, were discussed in Chapter I.

The I & R Unit: Variations from the Model

The following variations of the prototypic multiunit organizational model were found:

1. The membership in the unit did not always follow the prescribed three to five staff teachers and one unit leader. In some cases, there were only two staff teachers and one unit leader and as many as nine staff teachers and one unit leader.

2. Some units varied the requirement of having one unit leader. In one of the units, a tie vote for unit leader was settled by having two unit leaders. Another unit had an assistant to the unit leader who helped the official unit leader with many tasks. A teacher representative was assigned in two of the other units to accompany the unit leader to meetings of the IIC and to relate the events back to the unit members. A "co-unit leader" in one of the units "evolved quite spontaneously" when one of the unit members decided to attend an IIC meeting in order to state his concerns. None of the ancillary unit leaders were compensated additionally for the role.

3. Several units did have a first-year teacher, but this person did not have a differentiated role from the other teachers. No teacher was considered a "resident teacher."

4. Not all of the units had an aide. There was a tendency for the aides to be the first positions cut when budgets were reduced. The aides rarely attended unit meetings.

5. Only those schools near a university or college had access to student teachers or interns. The intern program had almost disappeared in one school district where the teacher union frowned on this program because "...it takes away a position from an eligible full-time teacher."

6. Special teachers of exceptional children and teachers of such special subject areas as art, music, and physical education were not always a part of a unit. Variations to this included: a "specials unit" with a specials unit leader, a rotating specials representative who attended IIC meetings and reported back to the other special teachers, and attendance at unit meetings only on request by the unit or special teachers. Specials attended some unit meetings for IIC announcements, but they generally left after this part of the unit meeting was over.

7. Although the teachers in a unit generally represented more than one grade or age level, the instructional groups and homerooms were not always multiaged as prescribed in the literature. Some units also had class sizes larger than those recommended.

8. Methods of finding time to meet followed those described in the literature. Four of the eight schools provided released time for the unit meeting. Other units met during special classes or before or after school. One situation was unique in that a team of substitutes was hired to teach health to all the students in the unit. This allowed for release of the entire unit staff for their unit meeting.

9. The prescribed two hours minimum of meeting time was not always followed. The scheduled I & R Unit meetings ranged from biweekly meetings of two and one-half hours duration to meeting daily for forty-five minutes. It was difficult to evaluate the exact amount of time a unit spent meeting by looking at the meeting schedule, since most units met informally whenever the need arose.

Assessment of the I & R Unit Functions

Five approaches were used to assess the implementation of the six basic functions of the I & R Unit. A category of "other" was added to include any functions beyond those stated in the literature:

1. Unit staff members were asked:

What matters do I & R Unit members spend most of their time discussing during unit meetings?

Responses were tallied according to the functions of the I & R Unit. Separate totals for each function were made by unit and finally by schools. Totals across the schools were converted to percentages and tabulated so that comparisons could be made across the functions (See Table 3.1).

2. At least one meeting of each I & R Unit was observed. The content of the meeting was noted and later tallied against the seven functions. A total of items for each function was made which subsequently was tallied across schools, converted to percentages of the total of all items discussed, and tabulated (See also Table 3.1).

3. Respondents were asked to give their best estimate of the percentage of time the I & R Unit spent discussing each of the seven categories. These responses were averaged across units, individual schools and then across the total sample and tabulated (See also Table 3.1).

4. Minutes, agendas, and journals of I & R Units were content analyzed whenever these were available. The items were read and items tallied against the I & R Unit functions. Totals of items for each function were made by school and across schools. For each

TABLE 3.1

ANALYSIS OF I & R UNIT FUNCTIONS IN EIGHT IGE SCHOOLS, BY TIME, CONTENT OF MEETINGS, CONTENT OF RECORDS, AND INFLUENCE

I & R Unit Functions	Matters Discussed	Content of I & R Unit meetings observed	What percentage of I & R Unit time is spent?	Analysis of Content of I & R Unit Records	I & R Unit Influence 1 low 5 high
Devising, conducting, and evaluating an instructional program appropropriate for each student in the unit.	40	29	26	44	4.36
Managing the use of time, space, equipment, and curricular materials and resources of the unit.	23	23	24	20	4.14
Reporting to parents and utilizing community resources in providing instructional activities.	13	9	9	3	3.96
Engaging in on-the-job inservice training and staff development activities.	7	4	3	0	3.04
Providing clinical experiences for interns and student teachers.	4	1	0	0	3.58
Conducting research and development activities to enhance the learning of each child.	8	3	3	3	3.17
Other	5	31	35	30	*
	100%	100%	100%	100%	%Not tallied

function, the total of items appearing on the documents was converted to a percentage and tabulated (See also Table 3.1).

It should be noted that these documents were not always available to the researchers. Some units did not have agendas or minutes, those that did, did not always keep files of them, and some of the documents that were given to the researchers were so brief that their content and import could only be understood by the I & R Unit members. In addition, it was difficult to evaluate the amount of time that was given to each item from these documents.

5. Unit staff members were asked to rate the influence the I & R Unit staff had over each of the functions. A Likert-type scale was used. A total mean was computed for each function (See also Table 3.1).

Analysis and Discussion of I & R Unit Functions

The data in Table 3.1 were analyzed by making comparisons between I & R Unit functions for each of the four approaches used to measure these functions. The function, "devising, conducting, and evaluating an instructional program appropriate for each student in the unit" was given most emphasis when unit members were asked what matters were emphasized and when the documents from the various units were analyzed. The category of "other" received more emphasis when the content of the observed meetings were analyzed and when staff members were asked the amount of time they spent on various functions. This could have been due to the tendency of the researcher and respondent to be more exacting of the appropriateness of the category when using the last mentioned approaches. The "other" category included IIC announcements and concerns, budget matters, discipline, concerns of special teachers and aides, and miscellaneous topics.

Respondents did experience difficulty in designating a percentage of time they spent on the functions. The difficulty was in the non-mutually exclusive nature of some of the functions. An example of this difficulty occurred when categorizing a discussion about the placement of a group of students who were ready for another skill group. Does one call this devising, conducting, and evaluating an instructional program or are they managing the use of time, space and equipment, and other resources? Frequently both functions were being simultaneously fulfilled.

Members felt most influential regarding decisions centering on devising, conducting, and evaluating the instructional program. They felt least influential regarding inservice training, with the following statement summarizing the reason: "We seldom get to say what we would like to have for inservices. That's all dictated by central office and mostly the budget."

Each function is discussed in detail below.

Instructional program. The respondents felt that they spent most of their meeting time discussing the topics related to the function of "devising, conducting, and evaluating an instructional program appropriate for each student in the unit." The content analysis of the documents supported this finding. Unit members felt very influential in making decisions concerning this function.

Some staff members asked for clarification of this function since many different tasks and decisions could be subsumed under it. One teacher stated, "We do that, but we really don't individualize." The function became unclear when specific tasks and decisions were outlined with an attempt to categorize them.

In cases where discussions of individual students were observed frequently it was the exceptional student who was discussed. The "exception" status could be gained by being a fast or slow achiever or a discipline problem. In those units having a curricular program containing a management support system the discussions more clearly followed the intent of the function.

Managing the resources of the unit. "Managing the use of time, space and equipment, and curriculum materials and resources of the unit" was rated similarly across the four methods of attaining the percentages. Unit members felt quite influential concerning this function except when some other unit's program or the special's schedule were unaccommodating to their unit's program and schedule.

Several staff members mentioned, "We used to spend a great deal of time on this when we first started out, but now we have it down to a system." The time of year also appeared to cause more or less emphasis and time to be given to this function. One person stated "In the beginning of the year we really work on this one. Those units who have reorganized spent a great deal more time trying to iron out schedules and materials. We're pretty lucky this year... we straightened that out last year."

One school developed a teacher resource room staffed by a full-time aide who organized, replenished, and ordered materials for the staff of the whole school. The staff of this school agreed, "Its the best thing we've done; one master mind to keep us organized."

Reporting to parents and utilizing community resources. When discussing this function the respondents emphasized reporting to parents. A small percentage of time was reported and observed in this function. Staff members felt influential in this function but they did report an unorganized and unsatisfactory approach concerning home-school-community relations. In some cases, reporting to parents was left to individual teachers. One unit filled out their reports to the parents during morning meetings where each student was discussed at length by all of the unit members.

This function actually consisted of two different activities: one, reporting to parents, and two, utilizing community resources. Some units reported doing one but not the other which confused their ratings of the percentage of time spent on this function.

Inservice. Most units reported minimum emphasis on inservice training, but there were exceptions. One school district provided released time every other week for staff designed inservice. Another school encouraged the units to design inservice for the entire staff. In these schools the staff rated their influence concerning this function as high. Staff in other schools felt that more inservices were needed--especially for the new staff members to maintain continuity, "...but monies and time are not always available." Two inservices designed by unit members were observed by the researchers during the course of the study.

Interns and student teachers. Very little time was reported spent with interns or student teachers. When there were student teachers or interns in the building they were assigned to the unit leader. It was reported that such student teachers or interns were usually hired if a position opened in the school. Staff members in some schools were able to list three to five teachers in their school who once student taught there.

The feeling of influence was rated relatively low because "we would take more student teachers but we don't have the say at the university." Also, some teachers felt that the unit leader had too much control over what the student teacher did.

Conducting research and development activities. This category was seen as operating to some extent, especially in units with a pre- and post-program of achievement testing. Respondents considered such tests, along with the piloting of new programs for companies and the district, the development of learning centers, teacher made materials, and the participation in research studies from outside agencies as the research and development activities included in this function. Teachers felt moderately influential over the decisions in this function.

Other functions. Other topics reported by unit members that were not categorized in the above included IIC decisions, announcements, discipline procedures, budgeting, and several miscellaneous items. Influence over these functions was rated as "very high."

Although unit members were able to describe the amount of time that they spent on the various functions, it became evident to the researcher that the tasks to accomplish these functions were vague and unsystematic, and not always geared to individualized education. Several staff members described a feeling of being "lost as to how to do it" and feeling "overwhelmed by all the work if we did all we knew we should be doing." In addition, the process of performing these functions was different from unit to unit. Many teachers commented on their concern for whether or not they really were an IGE school. "We often ask ourselves if what we're doing is really IGE, but no one seems to know." Another teacher commented:

> IGE is a philosophy that is difficult to argue with, like Motherhood and apple pie, yet it is hard to implement. You can sometimes lose more than you're gaining. We've made adaptations to it, adopted more traditional methods, and slowed down a bit--given ourselves breaks in between.

A superintendent's comment concerning IGE was, "I don't see IGE as a label sticking to the district, but I see some of the underlying philosophies sticking."

Financial Compensation and Released Time

Unit leaders received financial compensation in four of the schools under study. Unit leaders in one of these schools received both financial compensation and released time. School A provided $200 plus one month's additional salary for one month of additional work. There, the unit leaders were required to work two weeks before and two weeks after the school year. This time was used to organize for the opening and attend to the closing of school. "Our groupings, class lists, and materials are all ready for us when we get here," also, "It provides us with time to evaluate what we've done and to set goals for the following year."

School E provided unit leaders with additional compensation ranging from $600 to $800, depending on the size of the unit. The unit leaders in School F received $800 and two hours of released time provided by a substitute teacher. Unit leaders in School H were compensated with 4 percent of their base salary. Compensation generally followed the same guidelines as the high school department heads.

Compensation for unit leaders was not necessarily predictive of their work. Indeed, unit leaders who were not paid or given released time managed to "plug away at it." As one unit leader said, "I take work home--I hate to let the unit down." Unit leaders saw released time, not only for themselves, but for their team members as more important than money. In this regard, the person stated, "The unit leaders here are not concerned for extra pay--just released time to let us do a better job."

Providing released time for units to meet increased the likelihood of teachers performing more of the unit functions. Those units that did not have released time tended to stress IIC announcements and other functions rather than unit work.

Several advantages were seen in those schools that had unit meetings scheduled at the same time by early release of students. First, the principal was able to go from unit to unit to discuss various items, answer questions, and become aware of the units' activities without being called to the office. Special teachers were also able to go to the various units to meet with any unit requesting their input. Second, a unit could confer with another unit to coordinate plans and to schedule resources. Third, aides could join the meetings to "know what's going on and be part of the decision making." Fourth, when released time was provided, teachers reported task oriented meetings and the researchers noticed more attempts at organizing the meetings and more time spent at meetings.

Appointment of the Unit Leader

Very few units chose their own unit leader. Position incumbents were typically chosen by the principal. In some cases, openings for the unit leader position were posted in the district with the principal interviewing and hiring. The principals in these cases related that they "looked for leadership ability and a person that complemented the unit."

In several cases, appointments were described as being made "by coercion." This was especially true where there was no additional compensation. One former unit leader made the following comments:

> I twisted her arm and made her take it! I got tired of being the unit leader. I had to talk a blue streak to talk her into it.

Some units reported that they voted for the unit leader at the end of the year. "The principal reserves the right to veto our vote. He wants to make sure we get someone who can work well with fellow teachers and himself...He hasn t vetoed any of them yet, though."

Very little change in the unit leaders was reported. No policy was set up to change the unit leader and once a teacher was designated that person tended to retain the position for several years. One staff member made this comment concerning the tenure of the unit leader:

> There should be some system of rotating the position. There are several of us that would like to try it...Besides, some of us feel that she has become too much like a second boss and that she gets her way with the principal.

In situations where there was no additional unit leader compensation there was less desire for the job. "No one wants the job. It's a lot of work, but someone has to do it."

In some districts the unit leader role was viewed as a good stepping stone to the principalship. "Its a good training ground for a person; they get a taste of being an administrator before they really leave teaching." The teacher union in one school district looked on the new position favorably, since "they see it as a way to move up without moving out of the bargaining unit."

Compensation for the role of unit leader tended to give the position more status, formalize the hiring procedure, and increase the "quasi-administrative" nature of the role.

Unit Aides

Unit aides performed a variety of tasks, both clerical and instructional. Some comments concerning these tasks included:

> We do a lot of things--collect lunch money, do the attendance register, take cafeteria and playground duty, work with small groups, correct papers, and ditto.

> We do clerical things mostly, but some testing. We work with small groups of students and provide the teachers with immediate feedback by checking student work.
>
> We record tests, maintain the wallchart for groupings, test when necessary, set up the schedule--kind of a "jack-of-all-trades."

The aides' duties and time allotments were generally decided on by the unit members with the unit leader being responsible. Some aides had specific schedules while others were given a list of things to do and were expected to make their own schedules.

> The unit decides the aides' schedule but the principal decides the overall duties.
>
> Each team decides how they will use the aides. We try to let the aide know in advance what needs to be done. She just fits it in any way she can.
>
> Each teacher is assigned a certain part of the day that the aide will be with him or her.
>
> We all decide what the aide is to do. The school system sets down guidelines.
>
> We each have a day, and there's one floating day.
>
> There's a hierarchy. The administration gets first crack at having her do things schoolwide. Then it's a team decision, but as unit leader I have the major responsibility. We keep a schedule.

Very few aides were included in the unit meetings. "They have to watch the students while we're meeting." In one case, the aide worked on materials near the meeting, saying, "I like to hear what's going on in the meetings because then I understand why they do what they do." One unit leader felt that it would be nice to include the aide in the meetings, but it just seemed that there are things she should be doing that have higher priorities."

The qualifications, background, and training of aides varied considerably. In some cases aides were mothers of the students in the school. One aide said, "I started out as a volunteer parent, and when the job opened I applied." Some aides were graduates from teacher training programs but could not find jobs as regular teachers. "These people were promised a full-time teaching position if one opened, but one never did." Teacher-aide unions were active in three of the school districts. A vocational school in one of the districts was providing a program for aides which offered courses on the use of audiovisual material, educational techniques, child psychology, and other course work. There, a one-year program certified the students as aides. "We really like the program--it takes less time to train them."

Many units were losing their aides because of budgetary cutbacks. "We can't do as much without our aide; there just isn't the time to do all that record keeping." Teachers felt that their curricular programs suffered greatly when aides were cut.

Typically, aides were interviewed and hired by the principal. A few units reported having some input into the decision. Unit leaders were generally in charge of evaluating the aides.

Unit Teachers

New staff members were typically interviewed and hired by the principal. A few units reported being a part of the hiring process, as in the following instance, "The unit leader has a significant say and the teachers help, too." In some cases the districts had a personnel director who interviewed candidates first. In one of the larger districts it was reported, "The school board sends the teachers out--we have no say." In districts experiencing lowered enrollments there were very few new positions. A principal commented, "I haven't hired a new teacher in some time now. We're more concerned about keeping the teachers we have." The closing of elementary schools because of lowered enrollments occurred in two of the school districts.

> This has caused very little turnover in staff. We're holding onto our jobs. This will have an interesting impact on education...a staff with a lot of experience, little new blood, and people afraid to rock the boat in fear of losing their jobs.

In most cases there were few opportunities to shift units or schools. If opportunities arise, "the principal asks us if we're interested or willing. Most of the time its up to the teacher."

The Informal Organization

The informal organization was viewed through the following group dynamics constructs: group cohesion, group norms, group style, communication, task structure, interdependence, and personal needs. Each variable is discussed along with how it was measured, the presentation of the data, and the analysis of the data.

Group Cohesiveness

Group cohesiveness was defined as the degree to which the members of a group desire to remain in the group. In a highly cohesive group the members are concerned with their membership and are therefore strongly motivated to contribute to the group's welfare, to advance its objectives, and to participate in its activities. A person's attraction to a group can be determined by the amount of benefit one sees in group membership.

The cohesiveness of each I & R Unit was measured through interviews and observations. These are described below, along with the presentation and analyses of the data for each:

Interview questions. Two questions were asked of each staff member relating to the cohesiveness of the I & R Unit:

Question 1: How much benefit do you derive from membership on the I & R Unit?

Question 2: To what extent do you think your I & R Unit has a sense of togetherness, of "we-ness"?

A response card was shown to each interviewee after each question was asked. Possible responses to both questions were:

Question 1: 1 No Benefit
2 Very little benefit
3 Some benefit
4 Considerable benefit
5 Extensive benefit

Question 2: 1 None at all
2 Very little
3 Some
4 Considerable
5 Extensive

In addition, respondents were asked to comment on their ratings if they liked. Probing questions were also asked, including the question, "If you had the chance to work in another school or unit, would you?"

Table 3.2 gives the average response per I & R Unit per school for questions one and two.

Benefit derived from membership in the I & R Unit. Most members of the I & R Units felt that there was "some", "considerable", or "extensive" benefit in being a member of the I & R Unit. One exception existed in one unit wherein membership was rated as "no benefit" or "very little benefit."

Comments related to this question fell into two categories: those situations where membership in the I & R Unit was seen as beneficial and those situations where membership was not viewed as beneficial. The comments from interviewees that related how or why membership in the I & R Unit was beneficial, clustered into the following seven categories:

TABLE 3.2

PERCEIVED LEVEL OF GROUP COHESIVENESS DERIVED FROM MEMBERSHIP IN AN I & R UNIT

Level of Cohesiveness	I & R UNIT																
	A1	A2	B1	B2	C1	C2	D1	D2	E1	E2	F1	F2	G1	G2	H1	H2	Mean
Question 1	5	4.5	4.5	4.5	*	2	4	3	4.5	4.5	4.5	4.5	4.5	4	4	4	4.13
Question 2	4	4	5	4.5	*	1.5	4	4.2	4.5	4.5	4.5	4.5	4.5	3.5	3.5	5	4.11

*Insufficient responses

**Total mean: 4.12

Cooperative planning. Unit members related the benefits derived from planning together: "I get a lot of benefit from the group because of the ability to plan together and share ideas." "We produce better lesson plans." "It cuts down on the duplication of work." "We can try out our ideas on colleagues before we try them out on students." "We're able to rotate work and lessons."

Better communication. The ability to communicate problems and ideas was seen as a benefit: "Communications are better." "We can take care of problems before they blow up." "We tend to discuss problems rather than let them fester." "I get reinforcement and feedback from other teachers." "It's not my problem but our problem." "There's much more communication." "I can get my ideas across, whereas, when I taught the traditional way, it came from above." "It's an organized relationship with colleagues."

Professional growth. Several unit members cited the "ability to grow as a teacher" as a benefit of membership in the unit. "I've grown as a teacher." "A lot of areas I'm weak in, I've learned from the other teachers." "It gives me an opportunity to see more styles of teaching." "There's a better opportunity to grow; you get to be a better teacher."

Aid to student teachers/interns/new staff. Student teachers, interns and new staff felt that being a member of a unit "helped a great deal" in this stage of their careers: "Being a part of a unit helps me to know and learn and make decisions...If I have questions, I go to the unit leader." "I couldn't have gotten through my first year without being a member of a unit." "I think that a new or non-tenured teacher derives more benefit from the mature teachers." "I really needed this to round me out."

Improves work with students. Instruction and work with student problems were viewed as improved: "We can really get to the 'nitty gritty' of kids' problems." "In a unit, it's more than one person tackling a student's problem." "I can work with different levels of students...different teachers can cope better with different kids and get them to improve faster." "Any problem we have with kids we bring up to the group...it helps to talk it out and know they have problems, too." "We try to give all students the best possible situation."

Sharing of materials. Several units described an organized effort to collect and share instructional materials: "We've collected all of our materials and now the material belongs to everybody." "We can share our materials and therefore order a variety of things... we don't need duplicates."

Collegial feeling. Support and friendship from unit members was viewed as an asset: "We do a lot together." "If I say I need help, there'll be four or five people in helping me." "It's a feeling of what we can do for each other. We're all for one." "We get a lot from each other, a closeness I didn't have when I taught by myself." "We're really friends...a lot of different personalities but we work beautifully together...nobody is king or queen." "...one of the most important things for our unit teachers is that we have fun...You saw our meetings...that's what it's like, one happy family. ...It's like that when we teach, too...that's important."

The comments that related how or why membership in the I & R Unit was not beneficial clustered into four categories:

Always giving. Several staff members felt that they were "...always giving but rarely receiving": "I've been a teacher for a long time so I'm the one who gives the ideas to the newer staff members. It really is added work to help them plan, too." "You have strong teachers and weak teachers, the strong teachers get tired of carrying the load...you don't have time to do stuff in your own classroom."

Too structured and scheduled. Some unit members felt that the structure and schedule was too inflexible and confusing: "Sometimes the unit structure doesn't allow for flexibility...everything is too structured." "We have too many schedules, too many changes." "The kids get confused."

Isolation of some members. Several members were described as being "left out" for various reasons: "Because of the way we're set up, two teachers are left out...they feel left out...but how can we include them?" "I'm a special teacher and I really don't have much to do with them. I come to the meetings for announcements." "The kindergarten teacher has to get coverage from an aide to be freed during our meetings...We can't always do that." "Sometimes I don't get my needs met...but those who know how to argue get their way... like the squeakiest wheel that gets the most grease." "We do whatever gets the most votes...we're not supposed to complain about it because everyone has a chance to vote but sometimes I'm in the minority."

Burned out. Lowered morale of the unit was described by several units who felt they "...were real gung ho when we started."

"The units aren't what they use to be--like last year...Everyone was involved with planning then...but with all the troubles in the district no one cares anymore. This year is a fiasco." "We used to do a lot more things in the years past, but we got burned out."

Some interviewees listed both benefits and problems of being a member of an I & R Unit. Many were positive with comments of, "I love team teaching," "I'd never go back," and "I can't say enough positive about it."

Feeling of togetherness in the unit. Unit staff members rated the extent of togetherness or "we-ness" of their unit at the "considerable" level. One unit rated their extent of cohesiveness between the "none at all" and "very little" ranks.

Discussions from members of units that were rated as high in group cohesiveness attributed the ranking to the fact "...we worked together for so long that we've developed good communication and rapport." The closeness of the unit was compared to "...a family dinner table where everyone talks and yells and jokes. We just have fun together." The cohesiveness was further exemplified as "...a feeling of what we do for each other;" "we're open;" "we work pretty closely together, we manage to see differences, we're all dedicated teachers;" "we have the same philosophy of teaching, we hear each other out and hardly ever have arguments." The cohesiveness was attributed to thinking alike, being together as a group for several years, having a scheduled planning time together and having personalities that meshed. One unit that rated itself high in cohesion described themselves as the "most together unit there is; we socialize together besides teach together, and we always want it to be better." Several teachers who worked in a large unit of six teachers previously, but presently worked in units of three teachers claimed, "now it's much better, we're much more cohesive. When we were six we grouped off by three's anyway."

Lack of cohesion was attributed to several factors. New members to the I & R Unit were seen by some staff members as disrupting the cohesiveness: "...it takes time to get cohesive again--perhaps a couple of years." The physical location of the instructional areas also tended to affect cohesion in that the members would form a stronger cohesiveness with the teachers closest to them or with teachers of the same grade level. "There's more togetherness in our unit by grade level. I do more with the fifth grade teachers in our unit than the fourth grade teachers." The kindergarten teachers tended to be the most frequent example, since usually the kindergarten facilities were isolated from the rest of the group: "It's difficult to include the kindergarten teachers. They're on the other side of the building." Resentments and friction over picking instructional groups was also listed as a cause of low cohesiveness"...it's what they (the teachers) want rather than what's good for the kids." Divisions occurred when teachers in the same unit worked on two different programs with two different responsibilities (e.g.: special education, bilingual, specialists). Such programs were described as "...having more priority than the unit work, with program meetings interfering with unit meetings."

One teacher described the cohesiveness of the I & R Unit as follows:

> In previous years we had more of a cohesive feeling throughout the school and unit. Now our central office is anti-IGE and that puts the principal and us in a bad position. There are a lot of absences among teachers--an extreme amount of absences.

Another teacher supported a need for less cohesion by saying, "We're just tired of doing everything together!"

Several members were asked whether or not they would work in another school or unit if they had the chance. A majority of those asked said "No." Comments included: "I like this school, its atmosphere, the student body...I'm partial to it since I was here since the school opened." "I really enjoy it here." "I'm happy and settled here." "I'm content and secure here; I wouldn't be anxious to leave." "I wouldn't leave this unit unless I really, really had to." "I'd be afraid to leave this school...sure there are pressures, but there are other pressures we don't have." The few who said they would work in another school or unit stated: "I don't feel any bond to this unit, if the programs were similar I'd go elsewhere." "I would like to get into a district with self-contained rooms. I worked in both situations. I prefer a closed area with a teaching team." I have nothing against the school or unit but I'd like to go back to my own district." A member from an I & R Unit low in cohesiveness stated, "I wish I could leave, but there simply are no job openings."

One teacher who had asked to be transferred to a self-contained classroom within the district made this comment:

> I didn't feel that it was particularly helpful to be in this IGE situation as a new teacher. There were no guidelines. It needs to be organized. You have to ask questions to find out things. A traditional situation allows for the beginning teacher to develop her own teaching style. I now feel like I teach like the others. I don't feel the personal things I should. I want to "try my own wings."

Observation. Group cohesiveness was observed in both formal and informal settings, as follows:

A. *Informal group congregation.* Whether or not the I & R Unit members tended to sit together during lunch, in the lounge, at staff meetings or on other occasions.

B. *Supportiveness.* Verbal and physical reinforcement of ideas, sharing of materials, and "helping" behaviors.

C. *Socializing.* The tendency of the group to joke or discuss topics other than school work.

Concern for comfort. The signs of concern for comfort (e.g. coffee, candy) and the relaxed nature and environment.

E. *The location of meetings.*

The results of observing the group cohesiveness of the I & R Units are presented below according to the observed categories:

Informal group congregation. Many I & R Unit members sought members of their unit during staff meetings, lunch and other social events. This was particularly true of groups that rated themselves high in cohesion.

Where faculty congregated they seemed to be drawn to members along unit lines. This high cohesiveness of the I & R Units were not always looked upon as favorable by the staff. Several staff members in four of the schools described their school as "schools within a school," saying that each unit had become like a "mini-school" with little knowledge of what other I & R Units were doing. Some teachers stated, "I don't know the people in that unit; we never get together with them." The observations of staff members in informal settings verified this comment.

There were occasions when members of different I & R Units did mingle. When lunch hours were simultaneously scheduled the opportunity existed for two or more I & R Units to visit, socialize, and discuss events across their respective units. In some schools, this opportunity was thwarted because the lunch facilities did not allow for so large a group, rather the staff went to their own areas for lunch.

One school broke the "unit barrier" by having a trivia contest during the half-hour lunch break where the staff of most of the units eagerly met in the teachers' lounge for lunch. This activity was an example of several occasions where the staff of different I & R Units met socially (either during the school day or after school) for some specific reason of celebration or entertainment. During these occasions, I & R Unit lines became blurred.

I & R Unit lines also tended to be less noticeable in schools where subcommittees were organized. These subcommittees consisted of members from various I & R Units that had such specific tasks as working on curriculum areas, developing report cards, developing volunteer programs, and the like.

Supportiveness. Verbal and physical reinforcement was shown in highly cohesive groups. Pats on the back and comments, such as, "good idea," "chalk one up for you," or "I have some materials on that;" were seen and heard in these groups many times. One particular I & R Unit seemed to put ideas and to work so quickly that the unit leader just shook his head and said, "You've heard of Charlie's Angels?"

On one occasion supportiveness became dysfunctional when a particular I & R Unit felt they couldn't tell a person their true feelings. One unit leader described this dilemma during a unit meeting:

> ...because of how we feel about human relations we're not willing to bring those things out into the open. We're inside watching a storm. This school was going along fine until this happened--a "bomb" went off. Our main concern is that one person is causing so much disruption in the school...But how do you confront it?

Socializing. Some I & R Units socialized more than others. A highly cohesive group was not always predictive of a highly socialized group. The personalities on the team, along with the amount of time provided for meeting, seemed to determine the amount of socializing.

The staff of one school, in particular, tended to socialize more than most. These occasions tended to be instigated by the principal who promoted a "secret pal" program whereby each staff member was given a name of another staff member who would be their secret pal for the year. This same staff would meet for breakfast on different occasions, have evening get-togethers, and have spontaneous parties.

The larger the staff then the more difficult it became to socialize as a school. In these situations the I & R Units tended to socialize more themselves.

Concern for Comfort. All I & R Unit meetings were held quite casually. Teachers brought coffee, pop, candy, and cake. During some meetings teachers corrected papers or made bulletin board displays while carrying on discussions. Most of the I & R Unit meetings were held in instructional areas where I & R Unit information was easily attainable and chalkboard space could be utilized. Several units had offices just for the unit staff. Charts of student information were displayed in this area along with curricular materials. This tended to increase the cohesiveness of the I & R Unit since "...we work here, do our plans here, and can talk with each other whenever we need to...Everything and everyone is right here."

An intercom to the principal in two of these offices enabled the unit leader to talk with the principal immediately when questions came up during a unit meeting that needed his input.

Group Norms

Group norms were defined as the common beliefs of the group regarding appropriate behavior for the members during I & R Unit meetings. Group norms were viewed as either formally or informally specified.

The group norms of each I & R Unit were measured through interviews and observations.

Interview questions. Two questions were asked relating to norms of the I & R Units:

Question 1: Are your I & R Unit meetings run according to specified procedures?

Question 2: Are there unwritten rules which influence the patterns of behavior during the I & R Unit meetings?

Each "yes" response was followed by a probing question to elicit examples. The results of these questions were:

Meeting procedures. Two types of meeting norms were given: one, where the meetings were structured with agendas and minutes, and another wherein the meetings were informal and not specifically and routinely organized. Comments clustered into several categories, as follows:

Time of meeting. All of the I & R Units had a scheduled time for meetings. Some units followed the schedule but others were quite flexible. "We hold our meetings regularly and as needs arise... We meet for a reason." "We have a meeting scheduled every Thursday but we don't always meet." "Our meeting is scheduled on Monday and we meet whether we need to or not...We'll call a meeting whenever it's needed." "We meet every morning, even though it's scheduled once a week." "We meet on Tuesdays mostly, but not always. Sometimes we meet on Thursday or whenever there's a need."

Agendas. Most of the I & R Units had agendas for each meeting. Staff members had much latitude in including any items they wanted. Members of units which did have agendas commented concerning this procedure as follows: "Sometimes the unit leader makes an agenda, but only when there are a lot of things to talk about." "We have a list of items given to us at meetings. It's not detailed; they're just problems that have cropped up." "We put an agenda on the board. We used to do it on paper but this way anybody can add anything to the list." "We stick to an agenda so that we don't ramble." "We get an agenda before the meeting so that we can add to it." "The unit leader routes an agenda to everyone in the unit and we add items to it." "We have an agenda form that lists each subject area, along with a space for announcements." "We use the IIC minutes as our agenda."

Members of the three I & R Units without agendas made the following comments: "We just take it as it comes. Our unit leader is organized." "We used to have an agenda, but we felt it was a waste of time." "We should have an agenda; we had one last year." "We just discuss whatever comes up--usually IIC stuff."

Topics of meetings. Several staff members listed specific topics that they discussed during each meeting. "We list the goals we want to pursue." "We cover the program for the week...any change or special projects." "We usually discuss the IIC minutes first; then, the things we need to work on as a unit." "We discuss students." "We have a yellow box to stick notes in about what is really bothering us...we discuss these at the meeting...it's not used much but when it is we go overboard!" "We leave a portion of each meeting for IIC minutes, announcements, student problems and instructional grouping." "We discuss long- and short-term plans."

Stages of meetings. Some of the comments focused on the stages of their meetings. The stages became apparent where the I & R Unit consisted of subgroups such as: bilingual and monolingual teachers, different grade level teachers that planned the instructional program by grades, and special teachers. The following comment typifies the stages of the meetings in these cases: "First, we all meet and the unit leader discusses the IIC announcements and we talk about that. Then, if there is anything we're doing together we plan that. After that, we meet by grade levels to plan what we're doing with the students." In one school, the agenda determined the stages of the meeting since a specified format of IIC minutes, subject areas, and student concerns was used at each meeting.

Behaviors toward others during meeting. Some interviewees listed specific behaviors concerning others during the meetings. Unit members were expected to be open and to state their opinions. Friction and arguments were discouraged. "Each person must say how he or she feels about the item being discussed...the unit leader asks each one of us in turn." "We make sure everyone gets a chance to voice his or her opinion." "We have little friction...we work at that."

Unwritten rules of behavior. Question 2 was difficult for some interviewees. One person said, "Perhaps I'm too close to the situation to respond to that." Other comments were: "I can't think of any," "I'm sure there are...that's normal isn't it?...but I can't think of any now," "I can't think of any but I think I conform to them." Many just responded with "No".

Comments from those who did feel there were unwritten rules which influenced the patterns of behavior during the I & R Unit meetings clustered into the following categories:

Openness. "We're pretty frank and understanding of each other's needs." "All of us speak our mind and feel free to." "We speak our own mind; we don't hold back." "Even though she is the unit leader none of us are afraid to take over, we're not inhibited." "We have a lot of spontaneous reactions." "We have very open meetings." "We try to make everyone feel a part of the team. We expect them to voice an opinion."

Common courtesies. "We like punctuality and where one person speaks at a time." "We don't like to be interrupted by other people when we're having our meetings." "The teachers wait for everyone before the meeting is started." "If someone else is talking, we don't interrupt and that gets us far...we don't bicker, we discuss...we don't argue." "We practice the 'rules for living,' being courteous." "We just have common courtesy--no specific rules." "We have to be on time."

Tone of meetings. "There's a lot of politics at those meetings." "The tone of the meeting dictates it; its like 'Let's get down to brass tacks' and not waste time." "We've worked together for four or five years now, so we're so accustomed to and comfortable with each other--we know how people will react."

Restrictive norms. "The past employees that were fired are never mentioned, we just don't talk about them." "Some of the new teachers are afraid of crossing the unit leader...they want tenure." "Our ideas can't be too liberal." "Correcting papers is OK but you can tell when the unit leader gets annoyed." "Uniformity with discipline and other activities is expected." "We like to keep a routine...we don't like to change much."

Discussions and voting. "We have no heavy arguments, that's because of the unit leader; she's democratic." "Items are discussed until there is some consensus. With major decisions each teacher is asked to give her comment and vote. The majority wins, which doesn't mean that we can't change our mind the next day and take another vote--that happens on big hairy issues." "We really hash things out...there's a great deal of interaction, almost to a fault." "Teachers must be prepared to work with and implement the ideas of others."

Other comments concerning the unwritten rules which influenced the patterns of behavior in unit meetings included: "We know what's expected and what we're to do," "Sometimes a suggestion is really a request." "We have so much to plan and do, we don't have time to think--we just keep going." "When 3:30 comes, everyone splits." One unit leader gave the following response to this question:

> Earlier we discussed the unwritten rules such as brainstorming, putting people down, punctuality, and things like that. We had an inservice on techniques of how to get the job done. We adopted a lot of those ideas...for instance we have one center of operations. This really helped us."

Observations. The formal and informal norms of I & R Units were measured by observing the meetings and asking the staff members about specific procedures. Because only one or two meetings were observed per unit, it was difficult to establish that the behavior observed was indeed a norm. Therefore, the researcher noted only critical incidents during I & R Unit meetings and later asked at least one staff member to verify what the researcher perceived as a group norm. Those behaviors that related specifically to the meeting procedure were listed under formal norms. Those behaviors that related to reactions to others or ways of handling certain topics or people were listed as informal norms.

Formal Group Norms: The formal group norms observed paralleled closely the norms that were discussed under Question 1 of the interviews. The following will expand on that discussion.

I & R Unit and IIC meetings. The scheduling of I & R Unit and IIC meetings appeared to have an impact on the communication of information and decision making between these two groups. The closer the IIC meeting was to the I & R Unit meeting, then the more important and visible was the role of information from the IIC. An example was during one unit meeting which took place immediately following the IIC meeting with the IIC minutes "hot off the press." At this meeting, the first stage consisted of discussing each IIC item at length, along with the intent of the item, how the decisions were made and how the unit was going to implement the decisions. If there were any questions concerning an item, the unit leader conferred with another unit leader (who was having a meeting at the same time) or the principal.

Another I & R Unit which scheduled its meeting the morning following the IIC meeting had a member who said, "We get our information about what went on in there before he (the unit leader) even gets a chance to get his coat off!"

Comments related to the timing of the IIC and I & R Unit meetings were: "Sometimes we feel as if there are two or three key people making the decisions--things are decided before we have a chance to say anything about them." "I always have the feeling that things are brought down to us. ...We should be taking things to them." A principal made the following comment: "It generally takes two weeks to make a decision by the time it comes back...sometimes those decisions can't wait."

In one instance, an extra I & R Unit meeting was called because of the particular need for unit staff input concerning a decision to be made immediately by the IIC. "We'll have extra unit meetings like that whenever something "hot" is being discussed in the IIC. My unit expects it; they want to have their say."

Agendas. In most cases there were agendas for each meeting, either formal (with a specified form and manner of obtaining agenda items), or informal (as a handwritten copy of notes by the unit leader). Examples of some of the formal procedures follow.

In one I & R Unit the agenda was carefully filed by a designated staff member. The agenda consisted of the following format with items to be filled in for each meeting: Review of IIC, weekly schedule, minutes, information to students, staff in attendance, those excused. The agenda, located in a central area, was available to all members of the unit to fill in during the week with any items they wished to add. The sections on minutes, information to the students, and staff in attendance was filled out during the meeting.

Another unit had a form which consisted of the following sections: IIC review, unit concerns, notes from the aides, and sections on the reverse side with each curriculum area listed. This agenda was handed into the principal after each meeting.

Agendas in some I & R Units were also written on chalkboards, where any staff members could add items if they wished.

In one school, the unit leaders were expected to turn in a journal listing the activities of the I & R Unit to the principal. The principal's comment on this was, "It gives me a chance to know what is going on in their units...Did you see some of the questions in their journals?...I get a chance to write comments and answer their questions immediately this way."

In one school a summary of the agendas and minutes of all of the I & R Units were published in a staff newsletter, "...so that we know what's going on in each other's units."

One unit leader, in reference to her agenda said, "I go to each unit member and ask them if they have any items they want on the agenda. This way I'm sure they had a chance to have input."

In many of the units the agenda also served as minutes. There were very few cases where minutes were taken and filed. In only one case was the meeting called to order, minutes read, and questions called regarding the minutes.

Length of meetings. In several of the units the alloted time for the meeting was strictly adhered to. "Some teachers watch the clock for 3:45, then take off." In other cases the meeting is finished whenever all of the items are covered. "Sometimes we don't finish so we continue the meeting the next day." When meetings were scheduled before or during the school day the meeting time, of course, was dictated by the class schedule.

Stages of meetings. Most of the I & R Unit meetings began with IIC information and announcements. In some cases specific stages of the meeting became apparent. A case in point was an I & R Unit that consisted of two specialists and teachers of two different grade levels. The unit meeting of this group began with the IIC minutes and discussions. After this, the two specialists left and the remaining unit members discussed I & R Unit matters, after which they broke into two groups to discuss the instructional program at the grade levels.

Several other units used similar stages but with the last stage consisting of a work session by subgroups, with one subgroup making class lists, another working on schedules, and another correcting pretests. Breaking up into subgroups tended to be a characteristic of units with five or more members.

Meetings held. The amount of time and the number of meetings held varied among the units. Except for a very few cases, at least one meeting was held per week. Those units that had few unit items usually met only for IIC announcements. The other extreme was a unit that met every morning to discuss the day's schedule, changes in groupings and IIC items when pertinent. Some unit leaders had the flexibility to call meetings whenever the need arose.

Informal Norms; Informal norms, because of their unspecified nature, were difficult to measure. Many of these norms related to the decision-making procedures of the staff and are therefore discussed under the section on decision making. Also, the amount of time spent observing the I & R Units did not allow for recurring behavior to be noted. The researcher, therefore, came up with more questions than answers. Some questions that evolved after observing informal group norms were:

Are ideas compromised within the group?

What factors inhibit group interaction?

What behaviors are reinforced or negated by the group?

What ways do people use to get their ideas endorsed?

Who are the power figures in the group?

The small groups held less formal meetings than did those larger in size.

Communication

Four dimensions of communication were investigated: (1) content, that which is talked about; (2) noise, that which interferes with the transmission of the communication; (3) communication networks, the patterns of communication; and (4) direction of communication patterns in the I & R Unit.

The content of communication was discussed under the formal organization. Noise was noted through observations and comments made by staff concerning the difficulty of communication. Communication networks were observed during I & R Unit meetings along with the direction of communication using five basic patterns: (1) one member predominated, (2) an expert predominated, (3) noninvolved members, (4) interaction with leaders, and (5) total interaction. The amount of time per content area per network was also recorded. The direction of communication was given consideration when observing the flow of communication between groups and to the unit leaders or the principal. The results according to the last three dimensions of communication are discussed below.

Noise. That which interfered with the transmission of ideas, thoughts, and decisions in the I & R Unit was defined as noise.

Interruptions. Several meetings were interrupted by phone calls, students, aides, other teachers, and parents. This was particularly true of I & R Units that did not have a closed off area for their meetings.

Class schedules, end of day. When meetings were held during the school day communications would stop as soon as time for the next class session approached. This was also true of those I & R Units that held their meetings after school and had members in the unit who strictly adhered to the dismissal time.

No agendas or minutes. Units that did not have agendas or minutes were vague as to what transpired and which decisions were made.

Personalities. Some persons were inhibited from communicating their true feelings and ideas.

Lack of tenure. Teachers without tenure tended to be careful with what they said or did in fear of jeopardizing their tenure possibilities. Student teachers and interns related a similar concern with the effect of their ideas and reactions on their future recommendations.

Other committees. If there were no members of an I & R Unit on other committees that existed in the school or district then the unit had little knowledge about its activities or input into its decisions.

Communication network. The communication network for each item discussed during the meeting was noted along with the amount of time spent on each item and in each network.

One member predominated. This network was observed when one member of the I & R Unit talked to the other members. The direction of communication was one way. This predominating member was generally the unit leader. The content of discussion when this occurred was generally of the following types:

Announcements from the IIC

Changes of schedules

Workshop announcements

Plans for the following school year

Announcements from other committees

The I & R Units generally did not stay in this communication network for long. Members reacted to announcements by asking questions and making comments, thus changing the network pattern to interaction with leader. The most time spent in the one-member predominated mode was when the unit leader was providing information from the IIC. It became apparent that I & R Units of three or four members never spent more than four minutes in this mode, whereas the larger the group, then the more time was spent with the unit leader predominating.

Expert predominated. An "expert" was considered a person who had developed an area of expertise, such as a subject area, guidance, special education, learning disabilities; or a person who had a specific task to investigate, such as budgetary procedures, report cards, etc. There were several situations where experts did give a report. For example, the following people "stopped in" to give some information to the unit: a music teacher talked to the unit about a change in a schedule and a presentation, a speech therapist gave a presentation on how she would determine who will be in the speech program next year, a reading specialist discussed the problems of several students from the unit, and a school psychologist discussed findings about the background of one of the students in the unit. At one meeting the principal walked in with tongue in cheek, to make sure that the microphone he supposedly conveniently stored in the table centerpiece was plugged in, "Just to make sure you follow that script I told you to use when these researchers came in!"

Experts also emerged from the I & R Unit itself. These occasions were the following: a person assigned to take care of the budget gave a report on the unit's standing; a teacher assigned to find out the different ways to make a kite gave a report; a teacher in charge of a spelling bee gave the procedures to be followed; two teachers in charge of a field trip described the plans; and one teacher, who attended a workshop on Native Americans gave a report.

Non-involved members. The network of non-involved members was noted when one member or more appeared to be disinterested or not included in the conversation. This network emerged only in I & R Units that had five or more members and generally included specialists who did not take part in all of the I & R Unit functions. The topics included a discussion on discipline, enrolling in workshops, how to spend allotted I & R Unit money, and a teacher grievance that was taking place by a school staff member not in the unit. A subgroup of one of the units was in charge of a play--in this case the network only included those responsible in the discussion.

Interaction with the leader. When discussions and questions were aimed at the unit leader this interaction network pattern was spent discussing the IIC announcements or decisions. In fact, more time was spent in this communication pattern when discussing the IIC events than in the leader predominated pattern. The leader predominated pattern was also used when the unit leader was explaining procedures or asking for input from various members. This network allowed the teachers to ask for clarification, react to comments made, ask questions, and add information or insights. The content of the communication included such things as the IIC report, use and ordering of A-V materials, bus rules for students, the scheduling of a resource room, duty schedules of teachers, how to order materials, parent conferences, use of substitute time, and how a new position for the school staff would be designated the following year. This network was minimally used in I & R Units of only three teachers with the use increasing in units of a larger size.

Total interaction. The total interaction network was noted when all members engaged in the conversation with the discussion directed to various members, not just the leader. This interaction pattern appeared when the content became complex, that is, no readily perceived answer was available and a variety of options were open or an option presented was not particularly acceptable to the group. Several other interesting factors emerged concerning this network. First, it was used during a large percentage of meeting time of those units having only three staff members. Interactions by all members seemed to be easily handled with this number. Second, large I & R Units tended to have more interaction as meetings progressed. This also occurred as meetings moved from IIC announcements to I & R Unit matters. Third, in those I & R Units that had very few unit matters to discuss, the move to this network pattern never occurred. Fourth, there were very few I & R Units that used this network pattern to discuss IIC items. Those that did, had IIC items that required I & R Unit member input into the decision that was to be made at the schoolwide level.

Examples of the content of the discussions when using the total interaction network were: how to organize for parent conferences, improving the reading program, plans for a USA day, organizing a school student council, scheduling, revision of a report card, playground rules, ordering supplies, organization for next year, student problems and successes, and grouping of students.

When in this pattern, the I & R Units tended to stay in it for a longer amount of time before switching to one of the other networks. The researcher also found that, when in this pattern, group decision making emerged; and when an issue became too complex for a decision to be made, it was deferred.

Task Structure

Four classifications of task structure were defined in the review of the literature: decision verifiability, goal clarity, goal path multiplicity, and solution specificity. Task difficulty was investigated by rating the difficulty and variability of options available for decisions made by the I & R Units. Each unit member was asked about the complexity of the tasks their unit undertook.

In addition, the content of communication was rated by the researcher for complexity on a Likert-type scale. The results of the interviews and observations are discussed below.

Interviews. Each member of the I & R Unit was asked:

How complex are the tasks with which your I & R Unit tends to grapple? The responses given were recorded and typical examples were asked for. The responses clustered into three categories: "not at all complex", "it varies", and "very complex".

Not at all complex. "Tasks are fairly simple...things are talked out." "Nothing seems to be complex. We are flexible, and there's unity. We work together and this eliminates complexity." "Our unit meetings consist of sitting down, getting the report from the IIC, and simply accepting it. We rarely deal with the issues of the individual child." "We don't try to do anything too difficult." "Our tasks aren't complex, they're just time consuming." "I can't think of anything really difficult we've had to decide." "Nothing comes up in our unit that we can't handle. The groupings used to take a lot of time but now we have it down to a system. I like to use the time wisely and not waste it." The tasks don't seem to be so complex this year because we've done these things for some time now."

It varies. "Not everything is complex, but anything dealing with kids gets very complex." "We don't hunt out complex tasks but when it comes to reorganizing, ordering, budgeting, and the slush fund, it can get pretty complex." "Some of our tasks get very involved, like scheduling and unit obligations." "Most of our tasks are average, school day tasks--not out of the ordinary, but everything we do seems to take more than one meeting." "What our unit wants to grapple with is complex; what we actually do is simple...We have big ideas but end up doing the easiest thing." "Our tasks are not as complex as they used to be." "Our tasks go from very complex to very inane...so I guess you'd call that moderately complex. We try to come up with good ideas. We're a creative bunch." "We treat things as they come up, yet we'll instigate new challenging activities, too. We don't want to stagnate." "Sometimes the problems of the children become complex." "It really depends on what we're talking about, when it's about specific problems of a student it becomes very complex." "Our tasks are both complex and mundane. They're complex when we try to deal with the large class sizes. Sometimes we get off the track on mundane things." "We're somewhere in the middle of complexity. We do a lot of brainstorming to find solutions as far as groupings, curricular matters, and dealing with parents." "There's a variety of complexity but most things can be resolved fairly simply. We talk out the sticky ones."

Very complex. "Our tasks are definitely complex. Child issues are always complex; but as a unit each of us can shed new light to enable difficult decisions to be made better." "Our tasks are very complex, for example the reorganization that we're talking about now has ramifications on everyone...That's when things really get complex." "It gets complex in all of the tasks we have to perform simply because time runs out." "They tend to be complex. There are student difficulties and mainstreaming is a complex issue." "The most complex issues center around our ability to function as a team, meeting each other's needs as teachers, and making sure that everybody has input." "I think the complexity hinges on the experience of the team; if they're experienced there's less complexity." "This year the tasks are intensely complex because now we're dealing with things that affect the total school rather than just the sixth grade." "The psychological behavior of individual children and their family problems get very complex."

One teacher discussed the change of the level of complexity from when they first started as a team to the present.

> At first, when we were just starting as a unit, everything was complex...even little surface-type things. The longer we were together the more honest we got with each other. We've gotten accustomed to each other...and that removes a lot of complexity.

Observations. During each I & R Unit meeting the task structure was rated on a Likert-type scale for level of complexity of each item discussed. The results showed that as items concerning the I & R Unit emerged the complexity of the items increased. This also tended to occur when the leader did not have any clear options to present, if the topic was a new item to the group, and if any of the options would have ramifications for all members of the group or other I & R Units in the school.

Examples of items rated as low in complexity were announcements, playground rules, changes in the daily schedule, field trip procedures, teacher duties, scheduling additional meetings, and other items that appeared already organized.

Examples of items rated as high in complexity were regrouping of students, procedures for working with specific students, accommodating schedules for changes in programs, reading groups, developing a strategy for parent conferences, mainstreaming of students and other items that called for several solution strategies.

Very few IIC items discussed in the I & R Unit were seen by the researcher as being complex. Yet, those few times that IIC items were seen as highly complex the units spent a large portion of their meeting time on the issue, called additional meetings, and frequently talked with the staff from other units to survey their reactions. Examples of these items included how to use a one and half new position that a school would be getting next year, what to do about a grievance procedure that was evolving, what to do about a curriculum program which most of the people in the school didn't like, and how the I & R Units were going to use a substitute team to which the school was not entitled.

Some items that were discussed in several I & R Units were rated low in complexity in some units while high in complexity in others. The difference was attributed to the fact that some units had addressed the issue before and, therefore, a strategy had already evolved. Some units were dissatisfied with previous procedures, and therefore the complexity was increased as they searched for alternative solutions.

Complex issues generally surfaced during the last stage of meetings--almost as if they were warming up to the bigger issues.

Group Style

Group style - whether the group is dynamic or static - was investigated by measuring the complexity, centralization, formalization and stratification of each I & R Unit. A dynamic group was defined as a group high in complexity, low in centralization, low in formalization, and low in stratification. A static group was defined as low in complexity, high in centralization, high in formalization and high in stratification.

Interview questions were used to measure the four variables. The researcher also rated the meetings that were observed for their tendency toward being dynamic or static.

Four interview questions were asked concerning the group style. They were:

Question 1: (Centralization) Does the unit leader (Do you as unit leader) include unit teachers when decisions are made?

Question 2: (Formalization) Is the I & R Unit controlled by rules of operation

a) from external sources?

b) that are self-imposed?

Question 3: (Stratification) Are some I & R Unit members given more influence than others, or have more confidence placed in them

a) from persons outside of the I & R Unit?

b) from persons within the I & R Unit?

Question 4: (Complexity) Is expertise called upon to assist with the making of decisions

a) from persons outside of the I & R Unit?

b) from persons within the I & R Unit?

After a response was given, the respondent was asked to discuss the answer. These comments by variable were recorded.

Centralization. In all of the responses only three teachers (of three different units) felt that their unit leader did not include the unit teachers when decisions were made. The large majority of the unit staffs felt that "we are...always included in making decisions", "...We're never left out," and "No decision is made without our consent." One unit teacher described the dilemma of the unit leader as, "It drives her crazy sometimes. There are times when both ends of the unit don't get the message because there are so many of us. It's hard to get to six teachers when she needs to get to all of us." Another unit leader was described as "...really good at including us. If he has to make an on-the-spot decision, he is really good about judging how we all feel." The procedure was described by one member as:

> We hash it out and then let it mould for awhile...then we can see it! There's a lot of concern from the group that we have enough time to think about things so that we don't jump to conclusions.

One unit teacher commented, "We make sure she does!"

All of the unit leaders felt that they included the unit teachers when decisions were made:

> I do all of the time. That's one thing I learned from the conference I attended for unit leaders. They said, "If you want it to work you must include the teachers of your unit in the decision process." When we first started some teachers wouldn't say anything. Now they talk a lot because of the things I learned at the conference.

Another unit leader explained her strategy of including the unit members in decisions as the following:

> I pass the buck to them by saying, "What do you want to do for field trips?" for example. I put it in their laps.

One unit leader said she frequently had to remind them, "...its our program, not just mine."

One teacher felt that the unit leader usually included the staff when making decisions...

> ...except when it comes to the student teacher...he always gets the student teacher. We'll bring it up at the meeting next week. I got the other teachers to agree.

One teacher felt that the unit leader "...doesn't really include us, even though she asks our opinions, she really doesn't include them when the decisions are made."

Several teachers of different units felt they were included in I & R Unit decisions but this was not necessarily at the IIC level. One unit teacher made the following comment concerning the IIC:

> Whether our voices are heard in the IIC is another matter. I can understand that "the buck stops here," that is, with the principal, but when the decision goes contrary to what we wanted, you can tell why it went that way. There's a strong feeling that the IIC really is in control of the decisions, with the principal instigating them. There's this "we-they" feeling.

Another unit teacher with a similar feeling stated:

> For the most part, we're included in unit decisions, but a lot of the decisions are made at the unit leader meetings

> that we're not involved with. There should be better lines of communication between the IIC and the units. Decisions are handed down, nothing goes up.

Formalization. Controlling rules of operation were examined from two possible sources: people from outside the I & R Unit or from inside the unit. A majority of the staff members responded in the negative to both of these sources. There were several occasions where whole units responded that their unit was controlled by rules of operation.

External sources. The responses to controlling factors from external sources could be clustered into groups who felt there were "moderate" controlling forces to those who felt "considerable" constraint. Comments stating a "moderate" control included: "To a degree, there are rules and things we must do. School policy always supercedes unit decisions. Where possible, the unit makes decisions." "Sometimes we're required to do things like have wall charts in our rooms, submit minutes, and have agendas." "Some decisions are out of our hands, like safety rules and discipline." "There are some, but these tend to be administrative concerns, and even these aren't much." "We have to follow through on things from our project director, but we really have free rein." "We are controlled by some state guidelines." "The state puts some constraints on the curriculum; but the day-to-day operations are left to the team." "Scheduling is a controlling rule of operation here, but we have a voice in it."

Comments that related strong controls from outside sources were: "It's moreso this year than last. It has to do with the central office administrators, and their negative attitudes toward IGE. We never say that what we're doing has anything to do with team teaching or IGE." "We really are controlled by the curriculum committees. We have to implement what they say." "The influences this school have to do with certain personalities. We feel there are a few 'mini-principals' here who are in control." "Our principal expects certain things from us." "The final decisions are really made by the principal, who has the last word." "I see the principal as the controlling figure, but she has the responsibility for the decisions that are made; therefore, she should have the final say." "The teachers' biggest gripe is that they have very little control over the curriculum materials." "The principal really controls the school here, even in the IIC. They say what the principal wants them to say." "We must have regularly scheduled meetings; there are certain records we must keep; we have to give homework because the parents wanted us to do so on specified days." "As a unit leader, I feel subtle pressures, subtle controlling forces, but these are hard to verbalize." "There definitely is, a lot of our agenda is dictated from the principal." "Our principal decides on how to do most things--it's not really 'handshaking', yet the principal's manner is more dictatorial than he actually is, but he certainly does give guidelines."

Of the 16 units three felt that there were controls from external sources. One teacher summarized what most of the teachers felt: "Oh, there are some rules of the school, like scheduling, but we work around those that don't work around us. We're pretty creative that way!"

Self-imposed. The majority of the teachers felt that they were controlled by the rules of operation devised by the I & R Unit. Those who felt that there were self-imposed rules still felt that they "accommodated and managed things. We're flexible with them; the rules really aren't so restrictive."

Those who felt that there were self-imposed controls stated: "We do have a schedule that controls our day." "The timing of our unit meetings is controlled. The meetings would run three to four hours if we let them, so we stick to a schedule and limit the time." "We like to follow the basic rules for brainstorming." "We have some basic rules, but we don't follow them too strictly." "We sat down and decided on the rules for children." "What I do must correlate with what the others do." "We're controlled a great extent by our schedule and how long we'll teach things." "We have certain rules that we all have agreed upon--but we all derive benefit from them." "In this unit you don't fall behind. Nobody slacks off. It's a good situation--we're professional, but not strictly so." "I have pressures to meet, but they also come from teachers to coordinate programs and organize things...For instance, we all do the same unit at the same time." "We deal with our own problems."

Those adding comments to their "no" response to this question said: "No, we don't feel that way; we have a great deal of freedom as individual teachers; we put constraints on ourselves as a team only when we want to." "We're very informal. Because we're so close to each other we have the flexibility to meet 'informally'." "This year its very much 'do your own thing'."

There was no unit that felt controlled by the rules of their I & R Unit.

Stratification. Influence on the unit from people outside of it and from people within it was sought in order to measure the difference in prestige among jobs or the status system of the group. Some unit members were given more influence than others or had more confidence placed in them, but that this did not create strong stratification.

The influence carried by some I & R Unit members with people outside of the unit was attributed to the following:

Longevity. Teachers with longest tenure were seen as having more influence than others. "Members that have been here the longest have more influence; they know how things work in this school." "Those who have been with the IGE program the longest. They're more familiar with procedures...They know how to have things facilitated better." "Some parents seek the teacher with more experience." "Those teachers with tenure have more freedom to say things; therefore, they have more influence."

Unit leaders. Unit leaders were seen by many staff as being more influential with people outside of the unit. "The unit leader is sought after because of the responsibility placed on her from the principal." "The main people having influence are the unit leaders; they're the first people those from outside of the unit will come to." "The unit leader is generally consulted first." "Some teachers feel that the principal doesn't have any confidence in anyone else but the unit leader. He goes to them for all the decisions, and then they come to us." "Probably more prestige rests with me because I'm a unit leader."

Teaching strengths. Teachers who developed specific strengths in teaching were seen as having more influence when that strength was needed. "Certain student problems are handled by certain teachers who are better at working with them." "One teacher is very good in reading and she is respected by the whole school for it. She's the person they rely on most for that." "The principal will come to one teacher because of her capability in a subject area." "We're sought after because of our specialties." "It depends on what committees we're on...These give us influence."

Personalities. Certain people were rated as having more influence with people outside of the unit because of certain personality traits they had: "Some people are shy, and they'll hold back; but some are always volunteering and showing more potential and ability...they tend to be influential." "It depends on peoples' talents and drive. The people who speak their mind are influential; they know how to present an argument and get their way." "Those that are more open or honest about what they think and they're also willing to listen to others..."I think it's those who are more verbal--whoever is the loudest--and that doesn't mean they necessarily have more on the ball!" "How one relates to another is important."

The influence of some I & R Unit members with people within the unit was attributed to similar characteristics as those above.

Competency, teaching ability, and personality characteristics tended to be stressed as having an effect on being influential. The unit leader role, although described as viewed slightly more influential, was seen in a more collegial light than the responses described above. Such comments were made as "She's an equal here; she has just as much voting power as we do." Teachers who felt that they held little influence with the group attributed this to being new (an intern or a student teacher) or being left out because "...I'm geographically separated from them." One unit teacher described the following predicament in dealing with the more influential members of her unit:

> Some people's opinions are more valued than others. It's a personality thing. There are some in the unit who you'll just discount what they say even before they say it because you hold this opinion of them formed from past experiences--not that it's right to do that, but it's done.

Teachers who felt there was no difference in influence within their unit said, "Each one is respected for his or her strengths." "We're a bunch of independent buggers!" "I don't think some are given more influence. All of the teachers can have as much influence as they want, but some don't want it." "We're such a small unit, you tend to lose differentiation when there are only three people." "Everybody in our unit is unique, yet we've never had to vote on anything. We compromise."

Categories that developed beyond those listed above were the following:

Accomplishments. "Those teachers that have shown reliability through their accomplishments are given more influence." "Some teachers are known to be more conscientious by what they've done in the past."

IGE training. "I usually have more influence because I was sent to Wisconsin for IGE training."

Age of teacher. "The unit leader gives more attention to the older teachers and what they have to say about things."

Other comments related to the influence of staff members included: "Sometimes some people in the unit are asked or told about matters beforehand, but that's part of a normal, natural working relationship." One staff member believed that the people in her unit who worked with the unit leader the longest and was considered his friend tended to have more influence.

Complexity. Unit staff tended to call on people with different expertise, both from outside and within the unit, to assist in making decisions. The degree varied from unit to unit. The term, "expert," was defined quite loosely to include persons who had received college degrees, taken courses in special areas, developed a special interest in an area, or possessed a special teaching strength. These included persons from outside or inside the unit.

Outside of the Unit. All of the I & R Units reported that some experts were called into the unit to assist with making decisions. These experts included principals, university personnel, speech therapists, reading consultants, psychologists, community people, child study teams, learning disability specialists, special area teachers, social workers, guidance counselors, and teachers from other units. The occasions for calling in these people tended to be when "...there's a problem with a specific student" or "...when planning a special program." The level of complexity increased when I & R Units worked with a team of specialists who prescribed programs for specific students. I & R Units from schools with few special personnel reported little use of experts from outside the I & R Units.

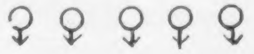
Within the I & R Unit. Only one I & R Unit reported that the members of their unit did not have special areas of expertise. This unit had three members. Areas of expertise listed by the remaining I & R Units included subject area expertise, artistic ability, writing ability, hobbies, ability to organize, affective education, music ability, early childhood, and discipline. Staff members who belonged to special committees were often considered experts in certain areas.

Group Interdependence

Two types of group interdependence were examined. Planning interdependence was defined as the manner in which the I & R Unit members collaborated on various decision tasks. Instructional interdependence was determined as the "flow of the students" from one teacher to another within the unit. Both constructs were measured through interviewing unit staff members.

Planning interdependence. Staff members were asked to describe the planning procedures that their unit used; give an estimate of the percentage of their planning time that they spent in each schema, and list examples of the kinds of things they planned using the different schemas. Four planning schemas could be used to fit a particular unit. A category of "other" was included. In addition, each schema was adjusted to fit the number of members in the I & R Unit. The results are presented below by schema:

Independent planning. Independent planning described those planning situations where the work and activities were planned independently and did not flow between unit members. It was diagrammed as follows:

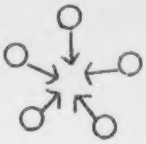


All of the I & R Units stated they spent some time in this planning mode.

Types of plans made in this mode varied from unit to unit. In general, most of teachers planned the following activities in this mode: individual lesson plans, correcting papers, homeroom activities, parent conferences, reporting student progress, and any subject area lesson plan that are not team taught.

The amount of planning time reported spent in this category varied from 5 percent to 90 percent.

Member presentation of a plan. Member presentation of a plan described those situations wherein a unit member developed a plan that was given to other team members for implementation. It was diagrammed as follows:

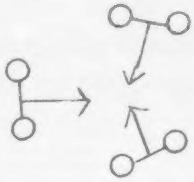


Not all of the I & R Units used this schema when planning.

Types of plans varied from unit to unit. Examples included: subject areas, development and sharing of resource materials, reporting to parents, field trip plans, and plans for assemblies. This schema also was used whenever one person was put in charge of a particular duty, the product of which was shared with all members of the unit. Information, forms, agendas, and student reports were also routed in this fashion.

One I & R Unit used this schema to build common learning centers: "We each have a learning station to organize, and everyone uses it."

One unit leader adapted the schema to include pairs of teachers who teamed to plan specific tasks for the unit. The adapted diagram follows:



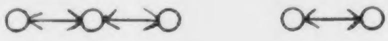
This unit leader explained the diagram as follows:

> We're doing this for the play we're putting on now. Two teachers were in charge of planning the scenery and costumes, two were in charge of the rehearsals and the other two planned the music. We do this a lot for unit things. They're not always the same two people together; it varies with strengths and the project.

Other I & R Units reported a similar trend when two or more teachers would get together to develop lesson plans for the whole unit in art, music, physical education, and other subject areas.

The amount of planning time reported spent in this schema varied from 0 percent to 30 percent.

Sub-team planning. Sub-team planning described those situations wherein the unit staff divided into subgroups to plan and implement activities. It was diagrammed as follows:



Except for four units, all reported using this plan at one time or another. Several units consisting of two grade levels used this plan for subjects taught at the grade level rather than across the grades. The teachers would meet, by grade level, to plan for the subject areas. In several cases, all subjects were planned in this way whereas "unit things," such as like means "to enjoy" special projects, scheduling, or skills were planned in the unit as a whole.

Other I & R Units that used this schema when planning reported doing so for specific subject areas. The following explanation was given by a teacher:

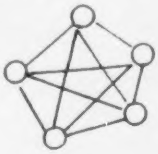
> Two of the teachers plan and teach all of the science, two plan and teach reading, and two cover the math.

Sub-team planning actually fell into two categories, one consisting of sub-teams making plans for the whole unit staff to implement, as when an I & R Unit that had two members devising all of the art lesson plans for the teachers to use during art class. The other category consisted of sub-team planning of specific areas but only the members of the sub-team would implement the plans for the total unit as when two teachers taught science; two math; and one music. Students would rotate schedules so that they had each subject and at least one sub-team teacher. This schema was also used for one subject area wherein subgroups planned a unit of study in the subject area and then taught it to all of the students.

One I & R Unit described sub-teaming by two of their teachers who planned and taught together for math and reading while the other team members planned and taught in the independent planning mode.

The amount of time spent in the sub-team planning mode varied from 0 percent to 90 percent.

Team planning. Team planning described those situations wherein plans were made as a whole group at the same time in meetings to deal with the work. This planning schema was diagrammed as follows:

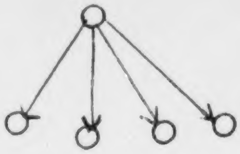


All I & R Units reported that some of their planning time was spent in this way. This schema, was used in the following situations: discussing IIC decisions; planning subject areas; scheduling and grouping students; organizing reports to parents; conducting projects and plays; coordinating unit policies; and evaluating activities, skill groups, student placement.

The amount of planning time spent in this category varied from 15 percent to 50 percent.

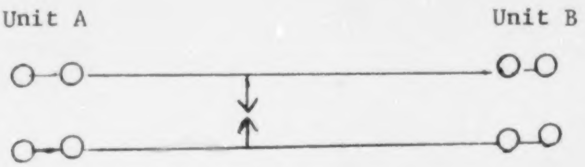
Other. In addition to the schemas presented above, the following were described by two different units which they felt aptly explained their planning interdependence:

Planning by expert was described as a situation wherein the teachers of art, music, and physical education presented lesson plans to unit teachers to implement. It was diagrammed as:



Staff members felt that this mode clearly described their situation, "because the special teachers really aren't unit members." This diagram might also be considered when other experts, such as school psychologists, bring plans to the unit to be implemented.

Another teacher diagrammed the following schema, across unit planning:



This described the planning procedure for a two-unit project, as follows:

> We put on a play with the intermediate students, but only for those students who wish to participate. Several teachers plan and work on the play with those students who sign up, while the remaining teachers plan and work with the rest of the students on different activities.

The unit leader felt, "This gives an opportunity for the students of the two intermediate units to work together, and it gives the unit teachers a chance to work with different people, too."

No other diagrams were suggested. All units used at least three of the planning schemas, with the sub-team planning used the most. Even so, some units expressed interest in moving from one planning pattern to another, as follows:

> It really depends on what we're doing and what we feel like doing. Sometimes we're running all four plans at once, and sometimes we're just so tired that we might resort to independent planning.

Units that tended to move from one planning schema to another with ease and flexibility were usually those that had worked together for some time. One unit felt "that these different patterns allow us to consider different teaching styles of the teachers in the unit." In this unit, five teachers one teacher preferred to teach alone; two preferred teaming for everything; and the remaining two preferred to shift modes. The flexibility of their planning interdependence allowed for these personal preferences.

All of the units of five or more members reported using sub-team planning interdependence, whereas units of three or four members did not use this system at all, or only minimally.

One school was unique in that each unit was composed of teachers who taught either monolingual or bilingual students. The teachers in the bilingual units were required to meet as a bilingual team following their unit meetings. Because of this, the I & R Unit meetings centered around IIC and school wide issues in the team-planning mode. After this meeting, a similar pattern to that of sub-team planning took place except that all of the teachers were in the bilingual program as a unit.

Unit members were also asked the following question:

> To what extent do the members' of your unit collaborate with one another on various tasks?

The possible responses ranged from "none at all" to "extensive".

The average response was "considerable", with comments varying from "it seems like we collaborate on everything" to "we don't do as much together as we used to."

Instructional interdependence. The construct of instructional interdependence was used to describe the flow of students from teacher to teacher in the I & R Unit. Four diagrams, depicting different possible procedures, were presented as a guide with the possibility of adapting the schema to fit the particular unit procedure. In addition, a category of "other" was included so that unique systems of student flow could be diagrammed. The interviewee chose the appropriate schema for each subject area. Findings on instructional interdependence are discussed within and across the I & R Units.

The pattern of instructional interdependence wherein each teacher teaches his/her own homeroom resulted in no interdependence. This pattern did not necessarily depict a lack of individualization; in fact, several units individualized within homerooms but did not exchange students among teachers of the unit. Units used this instructional interdependence model to a great extent. Most kindergartens operated in this fashion.

Several staff members who used this method almost exclusively made comments, such as, "We used to do more switching of kids but it really got confusing...We've gone back to 'doing our own thing'." This pattern was reported as used most of the time.

Students sequentially go from one teacher to the next. This pattern of instructional interdependence was used when each teacher taught a specific area within a subject and the students from each homeroom would rotate to each teacher. An example of this took place in one I & R Unit wherein each teacher developed a science unit in one area, such as on rocks and minerals, weather, or astronomy. The students spent two weeks with each teacher so that they all covered the same lessons.

This instructional interdependence pattern was used most frequently in social studies and science. It was used in only one unit for some of the time in the areas of mathematics, language arts, and spelling. It was never used for instruction in physical education, art, or music.

Homeroom students go to one specific teacher consistently. This instructional interdependence pattern was used when homeroom students were to assign teachers in the unit for instruction. This usually happened when the students were grouped by ability. The groups were generally quite consistent in that there were few changes in the grouping patterns. Again, there were instances wherein once the student reached his/her group or level they might be engaged in an individualized instructional program.

This instructional interdependence pattern was used primarily in mathematics and reading. Some units taught science and social studies students in terms of reading groups. The instructional interdependence pattern was the second most often used pattern by the I & R Units.

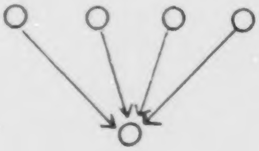
Students report to various teachers. In this form of instructional interdependence students go to various teachers with the designated teacher changing frequently. This pattern calls for grouping and regrouping of students depending on their ability, achievement, interests and/or learning style. (This pattern quite closely follows that of the IPM).

This instructional interdependence model was used most frequently for the mathematics and reading skill development. It called for an intricate management system showing the progress and placement of students into the various groups. Usually a curricular program with defined management system used this pattern.

One I & R Unit reported a "homebrewed" mathematics program that they had developed which called for this instructional interdependence pattern. A mathematics series that they were using was keyed by the staff for objectives according to student abilities. When the district curriculum office changed textbooks, however, this method of grouping and regrouping students was abandoned.

The instructional interdependence pattern wherein students reported to various teachers was third in use out of the four patterns. Teachers related that the use of this pattern required considerable time to implement.

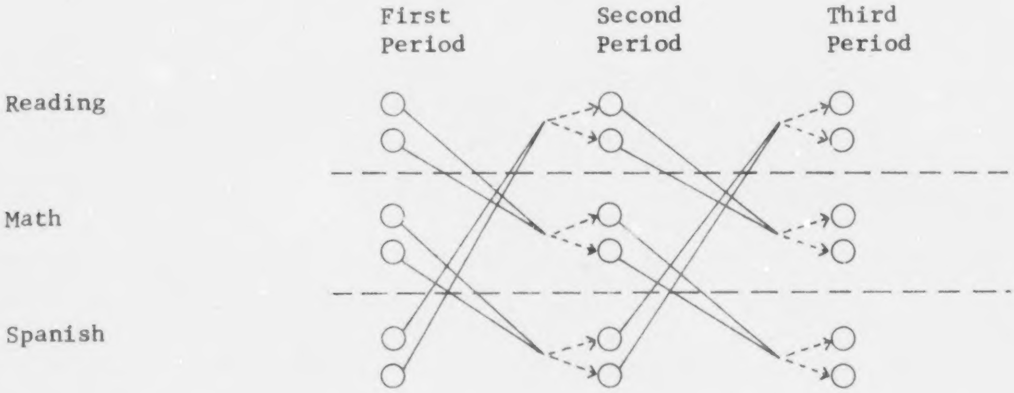
Other. Three additional patterns were suggested in addition to the patterns described above. One such pattern was drawn for situations where a specialist came in to teach the students. This pattern was as follows:



Most I & R Units had special area teachers for art, music, and physical education. In some units, the specialist teachers did all of the teaching in their respective subject areas. In other units, special teachers came occasionally and provided the unit staff with lesson plans to follow. In situations wherein there were no special teachers the I & R Unit staff taught these subjects or else these subject areas were ignored.

Another instructional interdependence pattern was the departmentalized pattern. This pattern is a subcategory of the pattern wherein students sequentially go from one teacher to the next. This pattern appeared in all of the subject areas, except for mathematics and reading.

A pattern of one I & R Unit was somewhat unique. In this unit, the students began their day in either reading, mathematics, or Spanish. They were placed into groups by reading ability. Their next class was one of the remaining subject areas where they were regrouped again for ability in that subject area. In the last class of the morning they were sometimes regrouped again by ability. Reading ability received preference over grouping. The teachers who taught mathematics worked with the reading groups assigned and tried to arrange these groups according to ability. Those that taught Spanish did the same with the mathematics groups given them. One teacher explained, "It's a sifting process. They're grouped by reading level first, then regrouped for mathematics and regrouped again for Spanish. It was confusing at first, but now we're used to it!" This instructional interdependence model follows:



The afternoon program consisted of music or art, science, and language arts. The instructional interdependence network was less complex since the students were grouped by language arts ability and these grouping patterns were carried through for all of the afternoon subjects.

Instructional interdependence of several I & R Units. A phenomenon of large, cohesive I & R Units that had worked together for some time appeared. These I & R Units tended to accommodate teaching style preference, student learning style and ability, and management of instructional patterns.

In two I & R Units one or two teachers were assigned a self-contained classroom, and the other teachers team taught in pairs. At times, all of the teachers would team together and students would flow to teachers in the "students report to various teachers" pattern.

The staff of these I & R Units reported a flexibility to use any of the patterns depending on their readiness to organize into the different patterns. One teacher stated:

> We used to do a lot of exchanging of students but, frankly, we just got exhausted trying to keep up. We finally got one pattern going that we could depend on--it's the "usual" way we do it but every once in awhile we go wild again and get all kinds of things going.

Organizational and Personal Variables

The transactional dimension of a social system was described as a blend of the normative and the personal dimensions. This study investigated those organizational and personal variables that the staff felt either constrained or enhanced the transactions of their I & R Unit.

The variables were measured by asking the staff the following questions:

Organizational variables: inside/outside school:

a. What is it about the school which helps your I & R Unit to work?

b. What is it about the school which hinders the operation of your I & R Unit?

c. Are there influences from outside the school which help your I & R Unit's operation?

d. Are there influences from outside the school which hinder your I & R Unit's operation?

Personal variables

a. Are there important personal factors which contribute to the operation of your I & R Unit?

b. Are there important personal factors which hinder the operation of your I & R Unit?

The results are discussed below by organizational and personal variables.

Organizational variables. Some staff members listed the same organizational variable as both a hindrance and a help. "It's like Dr. Jekyll and Mr. Hyde...Sometimes it's a help and sometimes it's a real problem." The comments clustered into several categories. The categories and some exemplifying comments of the organizational variables from within the school follow:

Facilities. Several staff members felt that the school facilities helped their I & R Unit to work. Comments included: "We're all situated in the same wing and there is the flexibility in our rooms with the open doors. This allows for large or small groupings." "The structure of our school, as far as the physical layout, helps since it accommodates movement of students." "Our IMC is just beautiful with a lot of nice materials...and the location is great for everybody...right in the center." "The design of our school is good. It's really a nice facility but it is difficult for teaching small groups."

Several staff members felt that their school facilities hindered the operation of their I & R Unit. These complaints came from teachers in open concept schools with very few walls or nooks and crannies. Some of their comments were: "This is not one of the better physical layouts for a building with this kind of program." "I feel that the open area really hinders us. If we at least could have one quiet area!" "There's so much noise and so many distractions with this open space." "We don't have enough space. There are too many children for this amount of space." "The space separation from the kindergarten is a real problem. It's quite a distance for the kids to go if we do any exchanging of students." "I don't like the architectural design. My area in the center was difficult to arrange." On some occasions the researcher noticed that IGE was associated with open space since a few teachers stated their disappointment with IGE because "...we don't really care for all this open space."

Organizational structure. The organizational structure of the school was listed by several staff members as being helpful to the operation of their I & R Units. "I like the openness of the IGE model that gives us the flexibility to adapt it to our own situation." "The organization of the school is very helpful. We've produced a structure that permits us to get things done without burdening everybody and yet allows for their input." "The unit idea itself is a big help with the sharing of ideas and decisions at the unit meetings." "The structure of the school that allows for input into the making of decisions by all of us is a real help." "...the respect for the I & R Unit decisions on the part of the IIC." "The whole process with the IIC and unit helps. It coordinates things." "Sometimes we coordinate things with another unit, Unit B. We work as units together. We exchange ideas for special projects." "We get some separations between intermediate and primary, but reasons are there for coming together. The IIC has a lot to do with keeping open the lines of communication." "...the good feeling between teams, the interaction between the teams." "The most important thing is that the unit is allowed so much say."

Some comments concerning the negative aspects of the organizational structure in some of the schools were: "We have the feeling that there are three different schools here. There's competition between the units at times." "The organization itself can be a hindrance--everything has to be done unitwide, but at times you want to do things by yourself." "...the fact that our school is so large and not unified other than those weekly IIC meetings which aren't very beneficial." "There seem to be different cliques in this school that are determined by what unit you're in. We need to have more inter-unit sharing."

Principal. The principal of the building was cited on several occasions as being helpful to the I & R Unit: "We have a very supportive principal." "We get a lot of support from administration for decisions we make as a unit." "The principal gives us a lot of freedom to make our own decisions...he's very supportive." "The principal has a lot to do with it. He supports us a lot." "The principal is the main thing. He gives us constructive criticism and involves us in decision making." "The principal is always helpful. He has a lot of good suggestions." "The principal is very professional. She wants a good job done by all and she sets high standards. She's a very efficient person. I've learned a lot from her." "The principal gives us a certain amount of autonomy which helps." "The principal knows what's going on. She knows if you are or aren't doing a good job--she's a very fair person." "The principal is not concerned with power. He wants what's best for the school and kids." "We have an excellent principal who is very efficient about everything. He can be depended upon and is very good with discipline."

Comments made concerning the activities and characteristics of some principals that were viewed as hindering the activities of the I & R Unit were: "It's very difficult to communicate with the office because our principal is on so many committees that he's difficult to get in touch with." "At times the principal is not willing to give us the responsibility." "The principal really holds a lot of influence and it seems that what he wants he gets."

Student enrollment. Several of the schools in the study were experiencing increasing enrollments, whereas other schools were suffering from teacher cutbacks and closing of schools caused by lowered enrollments. The number of students was never stated as a help to the work of the I & R Units but it was mentioned several times as a hindrance to the unit's operation. "The number of students and the high class loads make it very difficult for us. There isn't much space here so you can't plan for much small group activity." "With all of these kids here the noise level becomes a problem at times, especially during regroupings or the changing of class areas. The noise spreads through the unit like a fungus." "There are just too many people in one area." "We have so many students. Smaller classes would help. There's a problem moving so many kids." "Sometimes we use the large number of students as an excuse not to do things, and yet, there are so many children you just have to get busy and plan."

New programs. In several I & R Units staff members were frustrated with the number of new programs in the school and how these new programs get adopted: "We have too many new programs with not enough inservice. The task forces make decisions which are later reversed." "We've had so many curriculum decisions in the last four years that it's becoming overwhelming--especially since we aren't getting the proper training for the programs." "There is a lack of continuity in the various programs. Too many changes are made too often." "Too many times we're told what to teach. The curriculum committees have too much power to make decisions, making little effort to include us in the decision making." "We set up a whole individualized program around one of our math series. Now central office changed the program and all of that work went down the drain. We just haven't had much enthusiasm to do it again."

Planning time. Many teachers felt that there was not enough planning time for their units. Comments included: "We're 'meetinged' to death!" "We have so much to do but so little time in which to do it." "I wish they'd take our unit leader pay and put it in one hopper so that we could use that money to hire substitutes every once in awhile. That would give us time to plan. Right now time is more valuable than money."

In a school where a team of substitutes released the entire unit for meetings, the following comment was made: "The sub-team has been most helpful. We feel that they are doing something very beneficial with the kids and we have this time to really get together and do all those things that a unit is supposed to be doing."

Others. Several schools were experiencing a cutback in the budget, with corresponding cutbacks in the schools' programs. "We used to have aides, but now those were cut out. There used to be a lot less pressure and then we had time to do more things." "Units with aides were viewed as very important." "Put four stars by the aide. We couldn't do this without that kind of support."

An inflexible specials schedule was also viewed as a constraint on I & R Unit operations by several members "...it seems like we always have to work around their schedules."

The "red tape" that was required for the federal program within one school was cited as a hindrance to the operation of several I & R Units. "The red tape takes up our valuable planning time."

One staff member stated, "One thing that really helps not only our unit but the total school is that no one was forced to be in this school. It was opened as an IGE school so people knew what they were getting into."

Influences from outside of the school which either helped or hindered the operation of the I & R Unit were clustered into the following categories:

Parents. Parent volunteers, Parent Teacher Associations, and parent participation in school activities were cited as influences that helped the I & R Unit operations. "We have a very good parent-school relationship. We attribute that to our principal who is so good with the parents and yet totally backs the teachers." "The PTA was involved from the beginning of IGE." "The PTA helps a little. They help us to raise money." "We get a lot of parental support with individual kids." "Parents give us a lot of support for the amount of work we require of the students." "We have one 'super mom' that really does a lot for our unit. She's always volunteering her time." "We have a parent volunteer program that really helps us. They do a lot of little things that really add up."

Lack of support from the parents was also listed as a hindrance to some units. "Some parents need to be more involved." "Sometimes the child's family background really hinders us from accomplishing what we could." "When we don't have parent support for a child then we really have problems." "Our PTA is really inactive. There is a real lack of communication with the parents as far as what is going on here."

In a few cases the parent support was viewed as a hindrance: "We have a parent volunteer program here and there is one mother who comes to our unit. I really don't think that she is here to help, she just is nosy as to what her child is doing in school." "I feel that the PTA hinders us because it insists on certain programs within the school without the proper representation from the school staff."

District offices and special services. The district offices and special services were viewed as both supportive and a hindrance to the operations of a unit by the members of several of the units in this study. Special services were viewed as a help by most of the staff except in those situations where one member felt: "We do more meeting about the child than we do work with the child."

Other comments concerning the district office included: "Our central office really plans poorly. We need inservices but they never provide these." "The administration at the central office throws a blanket on things that the teachers would like without explaining their reasons for it." "The powers of the superintendent's office on down makes us feel as if things are imposed down on us." "The central office really doesn't support IGE either financially or even giving a nod of approval. We often have to be careful not to call our ideas IGE, because as soon as we attach that to our requests we are sure not to get it."

In one case the superintendent was cited as being a support to the units: "Our superintendent visits us frequently. It's nice to hear his approval of what we are doing."

School board. Several units viewed their school board as a hindrance. The policies, budget, and the decisions that the board made concerning the taking away of aides were some specific complaints against the board. One staff member said: "The board is not willing to listen to us; they like us to be quiet and just do our job."

Outside agencies. Several outside agencies were viewed as being a help to the units. These included local universities and colleges that had IGE programs, I D E A, meetings with other IGE schools, services provided by the state departments that support IGE, an inservice program sponsored by one of the school districts, leagues, and HUBs.

In one situation where there was a HUB the following comment was made: "The feeling toward the HUB is very negative. There is no communication with it. We can't see teachers taking a day off to go to these meetings and not being responsible for reporting back to us. It shouldn't just be a personal benefit to the teacher who goes. We certainly see a need for something like this but this HUB is really not serving much of a purpose for us."

Personal variables. The personal variables described by the staff members are discussed below first by those that were viewed as contributing to the operation of the unit, and then by those that were seen as hindering the unit.

The comments that related those situations or factors that contributed to the operation of the unit are given below by categories:

I & R *Unit relationships*. Many unit members related that the relationship of the members in their unit was the key factor contributing to their successful operations. "It's the personalities of the groups...we work well together. We all are willing to listen, to share ideas, and we're not dogmatic or stubborn." "We get along pretty well. We've never argued for the two and one-half years we've been together." "I feel so good about this job. Everyone works so well together." "For the most part everyone speaks their mind and yet we're a sociable, friendly group...more so than the other units." "We're a congenial group that's interested in their work and in children." "We have personalities that work out well together." "All the personalities in our unit are pretty open and honest. This isn't necessarily so in the other units, but in our unit everyone rolls with what's happening." "We have nine people working together each with their varied interests and backgrounds and with a variety of philosophies...yet it all works!" "The thing that really helps our unit is that we all listen and are willing to work." "In our unit everyone knows that you have to keep up with the people that you work with." "The personal factors in our unit that really contribute to our unit is the amount of cooperation, the willingness to share ideas, and mostly that everyone smiles." "We have a lot of different personalities from conservative to liberal but no one is unfriendly. They're receptive to ideas, the teachers care about school and the personal life of each other, too." "We're such a well-meshed team. There's good rapport...you can just feel that everyone likes each other."

"We just try to function as well as we can...we help each other." "We're able to count on people to cooperate, to give support and to help." "The biggest thing is that we are able to work well together." "Everybody is very open. There's not a lot of backbiting. I feel a part of a family. Everyone is so understanding. People with expertise are not jealous of their expertise." "There's a closeness in our unit both socially and philosophically. We are friends inside school and outside, too."

Flexibility of staff. The ability to change and spontaniety were cited as important assets of several I & R Units. "We have a lot of flexibility...every member is flexible and open to change things at a moment's notice." "We're all flexible people." "Our unit is very relaxed. Other units stress conformity, but here things can be changed on the spur of the moment."

Length of time the staff has been together. One unit attributed their success to the fact that they'd worked together for several years. "We've worked together for so long and have a respect for each other as educators and people. We know how each other will react to things by now and we respect their feelings." Another member of the same unit stated: "We have a long established relationship within our unit. That, and the length of our professional experience really contribute to our unit. We're a stable unit."

Teaching philosophies. Having similar teaching philosophies and having a staff that identified with IGE were also listed as variables that enhanced the operation of the unit. "We all have a similar philosophy. We try not to get excessively out of hand." "We just all seem to think alike." "Our philosophies are similar...we all like to be task oriented." "Philosophies are very important, along with training and awareness of IGE." "Our philosophies are all in tune with IGE."

Specific individuals. Some unit members pointed to specific individuals in their unit as contributing positively to their unit: "Our unit leader--to the point that he doesn't dwell on things that don't need it. The unit leader himself helps." Different characteristics of the unit members and their special talents were also pointed out. "One of us is very strong in expressing opinions, while another is the organizer...and me, I'm the instigator." "Two of our unit members are excellent with music and that's a help!" "Each one of us has a special role in the unit."

The categories of variables that were viewed as hindering the operation of the I & R Unit follow:

Too much accommodation. Some staff members felt that at times there was too much of an attempt at being accommodating and this hindered the successful operation of the unit. The following comments exemplify this: "We're so used to making shared decisions that one strong leader doesn't emerge--in certain cases this needs to be changed." "There is too much accommodation, rather than being honest. We don't know each other well enough yet to be honest."

Different personalities and philosophies. The different personalities and philosophies of unit members were reported as presenting some operational problems. "There are occasional personality clashes that get in our way." "A personality clash hinders us once in a while. It makes you not want to listen to some people because it's another one of their ideas." "We have trouble whenever there is a big difference in our philosophies."

New or "weak" teachers. Teachers that are new to the unit or teachers that need special help were seen by some as affecting the otherwise smooth operation of the unit: "The new teacher needs a lot of guidance and that takes time." "One teacher is having problems with discipline. She just doesn't know how to work with these students." "There is one teacher that we have to work around. About a quarter of the time there is a lack of responsibility but you work around that and bring out the good points."

Forced staff changes. Three of the schools in the study recently experienced staff changes that were caused by lowered enrollments and the closing of schools, a district reorganization plan, and the integration of an all majority black faculty with white teachers. In each situation, these changes caused a great deal of accommodation by the units. "We really lost some excellent faculty that were doing some great things here." "Some of the teachers from the school that closed still identify with their old faculty rather than us. I can't blame them they worked there for years, developed friendships, and had some good things going on there. Now that faculty is spread out...some lost their jobs." "We used to do a lot of things last year, but with all of these changes in our faculty it hasn't been the same."

Personal Needs

The complaints and concerns of unit members were categorized according to Maslow's three levels of complaints which relate to the hierarchy of needs. Investigations of the sixteen units revealed that the units were in varying degrees of operation or health. Discussions with unit members who felt that their units were "having real problems" or "not really operating as a unit" gave rise to concerns and complaints that were categorized as "low" to "high grumbles". Unit members in units that were observed as healthy and "operating full force," stated concerns and complaints that were categorized in the "high" to "metagrumbles." The results follow:

Low grumbles. Although there were no complaints or concerns stated at the physiological need level such as hunger and thirst, there were complaints and concerns that could be classified at the safety and affiliation level. These "low grumbles" were heard by members from school districts that were closing schools, that had severe financial difficulties, and that consisted of schools that had recently undergone a forced reorganization.

The closing of schools affected the personal needs of unit members who feared for loss of their jobs. In schools with this potential and actual threat, interviewees discussed this problem at length and the topic surfaced at unit meetings. Teachers were described as "afraid to rock the boat" because of losing their jobs or "stuck here since there are no jobs anywhere else." Nontenured teachers were especially cited as "watching their p's and q's to increase their chances of job security."

In one school with severe financial difficulties, the concerns and complaints centered around staff frustration with getting supplies and curricular materials, the condition of the building and grounds, and a concern as follows: "Where is all that federal money going to?...We don't seem to get anything out of it." While the researchers were in this school, two break-ins took place. The comment from the principal was:

> We ask the teachers to put their valuables in the inner office area..it's the only safe place for those things. We have these break-ins frequently.

A staff member reported,

> We had this area all fixed up so nice, but vandals came and ruined it and that's the way it's stayed. There's no money in the budget to fix it.

The safety of students and teachers were of concern, too, since all rooms were locked during class time "to avoid intruders from entering the classrooms."

Several schools experienced forced reorganization with other schools in the district. This was caused by the closing of schools or racial integration orders of staff. Affiliation needs were cited by several members in these situations where "the assimilation isn't going as smoothly as they had hoped." Some staff members were described as "still identifying with their former faculty." Fears of another reorganization were mentioned by several members.

Units with a large concentration of "low grumbles" tended to spend a great amount of their meeting time discussing such concerns with little time given to the instructional program, team planning, or individualization.

High grumbles. High grumbles, or those concerns with self-esteem, dignity, autonomy, self-respect, feelings of worth, getting praise and rewards and credits for one's accomplishments were noted in most units. The personal need for esteem was reflected by unit members' comments about their concern with "...being included in the decision-making process;" "...getting credit for our ideas;" "...having the principal stopping in so that he knows what's going on in our unit;" having one person be a unit leader all of the time, when "...we should all have a chance in that role if want to;""being recognized by the community for the good we're doing, ...instead of criticizing us to win political points in the elections;" and "feeling a part of the unit even though I don't always agree with them--my ideas should be respected."

Metagrumbles. Metagrumbles reflected the metaneeds for perfection, for justice, for beauty with statements about the imperfection of the world one lives in, "...not a selfish complaint but an impersonal and altruistic philosopher's complaint." (Maslow, 1971, p. 241). These types of complaints or concerns were noted in units that could be described as healthy, functioning units. This type of unit tended to have conditions operating in their favor, such as, small class size; an adequate collection of curricular materials; support of the building principal, central office, and the community; released time; aides; special teachers; and job security, among other favorable conditions. Such healthy units were not devoid of complaints. Comments and observations in these units concerned "...really meeting the individual differences of students," "...making grade level criteria for allowing students into certain programs and activities," "...working out common philosophies yet allowing for differences in philosophies," and "...knowing what we stand for."

Several teachers and unit leaders who had worked in the IGE environment for some time described themselves as "...really excited about IGE when we started," but now that they "did it," many felt in search of something new,"I feel restless, ready for a change."

How Units Differ from One Another

Unit members were asked: "In what ways do the units differ from one another?" To ascertain the "personalities" of the group as a whole, the following "unit types" were described:

Structured. Some units were described as "more structured than others":

> We're more structured than the other units. We're viewed as authoritarian and disciplinarians. We do have a more disciplined program.
>
> We have the reputation of being more structured. Parents request their students to be in this unit because of our concern with discipline.
>
> They are more selfcontained. They move kids as little as possible.
>
> They are more traditional and structured--less flexible.
>
> I would describe them as disciplined, teacher oriented, and structured.

The adjective, "structured," was used to describe some units that tended to be quite traditional in their approach, that exchanged students infrequently, or that were quite concerned with discipline.

Flexible. Several units were described as being flexible and unstructured:

> We're unstructured, ...do a lot of complaining! We went into teaching a long time ago but we realize that children have changed.
>
> We're cooperative and flexible. If a mistake is made there is no embarrassment.
>
> They are cooperative, helpful, flexible, and friendly... willing to share and listen.
>
> ..."happy go lucky" with loose discipline.
>
> Lots of diversity with curriculum and flexibility to do it.
>
> Cooperative, don't disagree much...they are a "giving" team.
>
> There's cooperation and understanding in spite of differences.
>
> We are the most flexible unit--willing to make immediate change.
>
> ...an "easy going" bunch, like a family. Each feels for the other.

Sociable. Some units were described as more sociable than other units:

> They're a friendly bunch.
>
> ...sociable, always the first unit to cooperate with school work--especially with parent involvement.
>
> They call us the social unit. We get together outside of school, too.

Experimental. Several units were described as willing to try new things:

> They're more IGE than us. We go into things more gradually, whereas they'll "dive right in."
>
> That unit is growing in excitement, diversity.....there are neat things going on.
>
> We are a caring and concerned group with creative and talented teachers that are receptive to new and experimental ideas.
>
> They have a different system there...a modified British Primary system...they experiment a lot.

One unit member described his unit as "schizophrenic":

> We're in a quandry. Where does individualization stop in order to manage it--especially when it comes to kids with problems at home? We're still searching; we haven't found it yet.

Businesslike. Several units were described as "getting things done," and "task oriented--we get right to it:"

> Our unit is aggressive and accomplishes more--a little bit tougher. We question more; we don't like change for the sake of change. We want for the better. We "stand tough." We present our case in logical, straightforward terms.

Several teachers felt, "We don't know much about what the other units do or what they are like:"

> We don't get to see those teachers from that unit. Our lunch schedule is staggered so we don't get together.
>
> I really don't know what goes on there.
>
> It's like four different schools. We're not that friendly with one another. We don't know each other.

Leadership of the Unit Leader

Three styles of leadership were investigated in this study: instrumental, supportive, and participative. The leadership behavior of each unit leader was examined through the use of interview and observation protocols derived from Gramenz' (1974) Principal Leader Behavior Description instrument which was based upon House's (1973) three perceived leader behavior scales.

Respondents were asked to discuss and rate each leadership dimension. A Likert-type response card was used for ratings: 1., "never"; 2., "seldom"; 3., "occasionally"; 4., "often"; and 5., "always." In addition, each respondent was asked to select the behavioral dimension which most typified the unit leader's leadership.

Instrumental Leadership

Instrumental leadership was defined as that behavior which defines roles and relationships, stresses rules and regulations, schedules work to be done, stresses standards of performance, and explains why tasks should be done. The following question was asked of the unit members:

> Does the unit leader (Do you as unit leader) let the unit members know what is expected of them with regard to such matters as: work schedules, rules to be followed, standards of performance, etc.?

Table 3.3 shows that unit leaders believed they performed this dimension of leadership somewhat more than "often." Comments from the unit leaders included:

> When I don't forget, I do this. You know I took this job because no one else wanted it.
>
> This year I had to "walk a lot more softly" because of the new members in the units.
>
> I write things down on a piece of paper and tell them what's expected.

TABLE 3.3

PERCEPTIONS OF UNIT LEADERS' INSTRUMENTAL LEADERSHIP OF THE I & R UNITS, BY I & R UNIT

Perceptions of instrumental behavior	I & R Unit																
	A1	A2	B1	B2	C1	C2	D1	D2	E1	E2	F1	F2	G1	G2	H1	H2	Mean
Unit leader	3	5	4	4	**	**	5	5	5	4	2	5	3	5	4	5	4.2
Unit members*	4	4	4.6	5	**	**	4.5	4	3.5	4.6	4.3	3.4	4	5	4	4.7	4.5

*Scores are means of responses

**Insufficient responses

206

205

Several unit leaders felt that being instrumental was not a part of their role as unit leader:

> I don't see that as one of my roles.
>
> That really doesn't apply to how we operate in this unit. I'm not expected to tell them what to do.

Some unit leaders felt that being instrumental would ruin the collegial relationship of the team. "Those things are for the principal to do."

Table 3.3 shows that I & R Unit members thought that their unit leaders were somewhat less than "always" instrumental. Examples of their comments follow.

> It's my first year and I've been helped a lot by the unit leader.
>
> She's good about telling us, but late sometimes.
>
> Yes, she's instrumental but not strict or authoritarian. She knows we'll do things without being strict.
>
> If anything is lacking, or if we've decided on something and don't carry through she will point it out.

As with the unit leaders' responses, several unit members felt that it was not the unit leader's role to be instrumental.

> It's not their position to do this. We get more of that from the principal than the unit leaders.
>
> It's not his position to state levels of performance.
>
> Those rules are decided at the beginning of the school year jointly. I don't see that as her role.
>
> She doesn't need to, we know.

From these comments, one can see the strong concern that the unit leader not be seen as another administrator or a level higher in authority than any other unit member. "It's her position to represent us on the IIC and do various other tasks, but we don't see her as our boss."

Supportive Leadership

Supportive leadership was defined as behaviors which build interpersonal relationships, make it pleasant to be a member of the group, help others in overcoming problems, and facilitate change. The following question was asked concerning instrumental leadership of the unit leader:

> Is the leader (Are you as leader) supportive in that she/he does (you do) little helpful things, puts suggestions into operation, etc.?

Table 3.4 shows that both the unit members and the unit leaders viewed the leaders' behavior as more than "often" supportive. There were some discrepancies between the perceptions of unit leaders and unit teachers on an individual basis.

One unit leader reflected on her tactic of looking quite supportive to the unit:

> Sometimes I'll say, "This idea has been turned in as a suggestion," and it's really my suggestion.

Many unit members felt that their unit leader was "outstanding to work with--she's just great." Other unit members who rated their unit leader lower in supportiveness defended her because "she's so busy, when she has time she's very supportive."

One unit member didn't feel that the unit leader was equally supportive of everyone:

TABLE 3.4

PERCEPTIONS OF UNIT LEADERS' SUPPORTIVE LEADERSHIP OF THE I & R UNITS, BY I & R UNIT

Perceptions of suppor-tive behavior	I & R Unit																Mean
	A1	A2	B1	B2	C1	C2	D1	D2	E1	E2	F1	F2	G1	G2	H1	H2	
Unit leader	4	4	5	4	**	**	4	5	5	4	4	5	4	4	4	5	4.4
Unit members*	4.5	2.5	5	3.7	**	**	5	4.5	4	5	4.9	3.6	3.8	5	5	4	4.3

*Scores are means of responses

**Insufficient responses

> It depends on who she is supportive of. My ratings would change with the different unit members. You're dealing with a lot of personalities here.

One unit leader was described as follows:

> She's more of the "do this do that" type. We talk with each other to get support in trying to change things.

Another unit leader was described as "...two faced. She'll say one thing to others and complain about what others do but she never confronts them."

Most of the unit leaders were observed as being very supportive, with words of encouragement and help frequently heard.

Participative Leadership

Participative leadership was defined as behaviors which include working directly with others, listening to what subordinates say, asking for suggestions, and involving others in making decisions. The following question was asked the unit members:

> Does the unit leader (Do you as the unit leader) consult with members of the group and use their input before acting on a problem?

The data in Table 3.5 show reasonable congruence between the perceptions of the unit leaders and the unit members. On an individual basis, however, there were some discrepancies between the perceptions of unit leaders and unit members.

Some unit leaders felt that

> ...there is a time when a firm decision must be made by a leader. Some discipline and curriculum problems have to be decided by the leader to avoid problems.

TABLE 3.5

PERCEPTIONS OF UNIT LEADERS' PARTICIPATIVE LEADERSHIP OF THE I & R UNITS, BY I & R UNIT

Perceptions of participative behavior	I & R Unit																
	A1	A2	B1	B2	C1	C2	D1	D2	E1	E2	F1	F2	G1	G2	H1	H2	Mean
Unit leaders	5	5	3.5	5	**	**	5	5	5	5	4.5	4	4	5	5	4	4.6
Unit member	4.3	3	5	5	**	**	4.3	4.3	4.3	4.4	5	3.8	4	4.8	4.5	3.7	4.3

*Scores are means of responses
**Insufficient responses

> Sometimes you have to do it without them. You can't always run back and get their feelings.

Unit members felt that participative leadership is very important:

> Right, that's the way it should be done--we should be consulted.
>
> We shouldn't be dictated to.

Unit members were aware of the difficulty of including every unit member in every decision:

> Some snap decisions have to be made, but she usually gets at least one other opinion.
>
> Sometimes the unit leader has to make a decision without us, but he's pretty good at knowing how we feel about things.

All unit leaders were seen as demonstrating instrumental, supportive, and participative leadership. Unit members felt that it was not the unit leader's role to be instrumental, but saw participative and supportive leadership as being most important for the unit leader.

Predominant Leader Behavior Styles

Each unit member was asked which leader behavior best typified their unit leader (or themselves if they were the leader). A majority of the respondents found this a difficult question to answer. Table 3.6 presents the results.

TABLE 3.6

LEADER BEHAVIOR PERCEIVED TO BEST TYPIFY UNIT LEADERS, BY I & R UNIT

Behavior which typifies best	I & R Unit															
	A1	A2	B1	B2	C1	C2	D1	D2	E1	E2	F1	F2	G1	G2	H1	H2
Unit leader	P	I	S	P	**	**	I	S	S	P	P	S	P	P	P	S
Unit members*	S	I	S	P	**	**	S	S/P	S/P	S/P	S	I/P	S	P	P/S	I

I: instrumental, S: supportive, P: participative

* Average of members' responses

** Insufficient responses

The majority of unit leaders felt that the participative style of leadership best described them as a leader, with supportive leadership chosen the second most. Unit members saw their leaders as more supportive with participative leadership closely following in choices. Responses from four units were split between supportive and participative styles of the unit leaders.

Decision Making

The I & R Units are a part of the organizational structure that is meant to provide for shared decision making. The process of shared decision making was investigated by asking members of the units to describe the manner in which most of the decisions were made in the unit. Next, members were asked to rate their overall satisfaction with how the decisions were made and the decisions that were made by the units and the IIC. The members also were asked about occasions when they felt that shared decision making became ineffective in the unit and IIC. Finally, members were asked to rate their feelings of influence over the decisions made. A Likert-type response card was given to the interviewees for some of the questions.

In addition to the interview questions, the decision-making process was observed during unit meetings. The decision type was noted on the observation sheet along with anecdotal comments and patterns of behavior.

Decision-Making Process

Most of the answers to the question "How would you describe the manner in which most of the decisions are made in the I & R Unit?" related a very informal process. The following comments typify what members felt was the usual process:

> Before any decisions are made the problem is brought up; input is given along with elaborations. We don't vote. I guess we can tell who is for it. When it seems that the majority of the people are for the idea, that's the decision!
>
> You can tell how everyone is talking about a decision to see how it's going and how people feel.
>
> We discuss things a lot. Everyone votes. Its not a formal vote...more of a verbal consensus.
>
> Ideas go around the table. Everyone talks about it. After it's talked through we say, "Well, now what are we going to do?"
>
> Things are discussed first, then compromised...We make decisions more quickly than other units because it's easier to get consensus...I guess we think pretty much alike.
>
> All four members decide together. We argue about it and someone comes around when they realize that they're outnumbered.
>
> We make decisions by saying things like: "What do you think?" "I feel that way, too." If we don't agree we try to find an alternative way. Sometimes it's, "This is what I think, what do you think?"
>
> We decide cooperatively. We never come to a vote. There's mutual agreement and understanding.

Most units felt that their units reached agreement and consensus by "...sensing when everybody is in agreement."

Some unit members felt that the unit leader was the one who "...is really making the decisions."

> The unit leader has a knack at convincing people to his way of thinking without them knowing it.
>
> We all sit down. The unit leader brings up things to talk about. If no one wants to make the decision, then the unit leader does.
>
> There's a very short discussion; then the unit leader says "This is the way we'll do it."
>
> A lot of our decisions are made by the unit leader--especially scheduling decisions.

Some voting was reported in the units at various times. This happened "...with more major decisions."

> Our decisions are made by the majority idea.... We vote--sometimes there is a paper and pencil vote.
>
> We decide democratically. There's a vote if it need be.

One unit member described her unit's decision making as "...dependent upon the problem, but usually it's very democratic, with complete cooperation in backing down. They're open minded and respect opinions."

One teacher felt that the major decisions really took place outside of the unit meetings:

> We discuss things at our meeting, but some people are reluctant to speak up during the meeting. The few days after the meeting everybody talks to each other about how they feel. It's done informally, we talk about it. Then we do what we feel the group is going to do. It's not gossip, I wouldn't like it if it were gossip. But when we're in a group we tend not to say as much.

Several teachers commented on the importance of talking with other teachers one-to-one after the meetings, "...we've changed decisions after we found out how everybody really felt or if we've had a time to think about it. We've changed our minds."

The process of decision making was observed during the unit meetings. Observations verified the teachers' comments. The decision-making process was observed as very informal with consensus by silence being the predominant method used. This method was characterized by the presentation of a decision to be made or a suggestion. The discussion that followed included explanations of the ideas or the addition of different ideas, with pros and cons for each frequently discussed. The last idea, or the idea that seemed to meet the criteria that were established informally in the discussion, was the idea that was used. Voting or verbal consensus were done formally only for more difficult or controversial decisions.

In units wherein the unit leader viewed his/her leadership position somewhat formally, the decision-making process became quite formal with the unit leader's position on the decision becoming influential. Where the unit leader role was viewed as collegial and facilitative, then the decision process was informal.

The researchers noticed that at times when the decisions became quite complex, with many alternatives and ramifications, the unit members lacked a structured method to guide their decision making. This became a disadvantage in several situations where no decision was made but was deferred. Frustration was evident with a feeling of "...a lot of wasted time getting nowhere." Very few decision-making techniques were implemented that facilitated the decision process when a difficult decision needed to be made.

Satisfaction with Decision Making

Unit members were asked to rate their satisfaction with the decision-making process and the decisions made at the unit and IIC level:

> Rate your overall satisfaction with how decisions are made by the I & R Unit; the IIC.
>
> Rate your overall satisfaction with the decisions made in the I & R Unit; the IIC.

Five possible responses included:

1. Not at all
2. Very little
3. Some
4. Considerable
5. Extensive

Respondents were encouraged to comment on their ratings.

Satisfaction with how decisions are made. Table 3.7 presents the results of the question concerning how the decisions were made in the units and the IIC.

On the average, unit members felt "considerable" satisfaction with the decision-making process at the unit level but rated their satisfaction with the process at the IIC level at slightly more than the "some" level. The individual units rated their satisfaction with the unit higher than the IIC in every case except for one unit.

Favorable comments concerning the decision process at the I & R Unit level centered on being a part of the process:

> I feel that we've made the decisions. I have no complaints.
>
> It's great when no one dictates.
>
> I am dependent on the decision making because this is my first year of teaching.

TABLE 3.7

PERCEIVED SATISFACTION WITH HOW IIC AND I & R UNIT DECISIONS ARE MADE, BY I & R UNIT

Satisfaction with how decisions are made	I & R Unit																
	1A	2A	1B	2B	1C	2C	1D	2D	1E	2E	1F	2F	1G	2G	1H	2H	Mean
In the I & R Unit*	4.2	3.7	4.6	4	**	4	3.7	4.2	4.5	4.2	4.3	4	3.4	4.4	3.8	4.7	4.1
In the IIC*	3.4	3.3	4.3	3.5	**	1	3.2	3	4.1	3.7	3.5	3.8	3.6	3.4	3.5	3.7	3.4

*Scores are means of I & R Unit member responses

**Insufficient responses

> In the unit you know your teachers, you know what they want. If you get their feeling that's a big help.
>
> If we don't like a decision we just say so and start over again.
>
> An example was the decisions concerning the report cards. That was a "good battle" I was impressed with how that was done.
>
> Most of the time we discuss things first. If you come in real strong they'll at least try it.

Unit members that felt some dissatisfaction with the decision procedure in their units because of dominant members, the difficulty in getting agreement, and the restrictions on choices:

> We have to do a lot of lobbying. We get what we want but we have to work for it. If I want something I go talk with the other teachers first, then I bring it up at the meeting. If I don't do this first they won't speak up when the unit leader says that it won't work. I get what I want by talking with the other teachers first.
>
> Sometimes after the meeting someone says "Why are we doing this?" So we all talk about it and we have another unit meeting to change the decision. When we do it that way everybody is happy when we don't, there's trouble.
>
> Sometimes there's a hassle to get everybody to agree.
>
> A lot of times when a decision gets to us it boils down to one or two choices and that doesn't give us much leeway.
>
> Sometimes it's a little lopsided toward what the unit leader wants.
>
> When you get a lot of people together you get a lot of ideas and need a lot of compromising.

Comments concerning the decision-making process at the IIC level frequently related the teachers' nonparticipation at these meetings:

> We don't go to meetings. We can but we don't.

> I can't answer that question. I know that the unit leader goes, but I don't know what she does.

Unit members who were not satisfied with the decision-making process in the IIC attributed it to the members not being open, topics being trivial, decisions being handed down with little input from unit members, or dominant members who get their way:

> I don't feel that other IIC members are as honest as I would like them to be. They weigh what others think before they state what they feel. I've learned to keep my mouth quiet to keep peace with other units and the principal. Its a matter of having tact.
>
> Very few matters of importance are decided in the IIC.
>
> We're told the decision rather than asked for input.
>
> I'm not overly impressed with the IIC. It's giving information rather than policy making. They're not utilized the way they could be. We need more of a sequence of objectives to be followed through this school to be worked on by the IIC. The units are entities in themselves and the crevasse is opening wide.
>
> Sometimes the other units get a better deal.
>
> Suggestions that we make aren't always considered.
>
> We don't get to discuss items prior to the IIC so it doesn't seem like we get much input.
>
> More could be done by the IIC. They could meet longer. There's not as much teacher input as there could be. It's usually done by the same teachers all of the time.
>
> Whatever decisions are made are made by the unit leader. I think we get hung up on picky things in the IIC.
>
> I think some people are more influential. They talk best; therefore, are more influential. Even though it's not the best decision, it goes on speaking ability. If you can talk it through you can get it through.
>
> I rate it low because of my lack of participation. It's 75 percent sure that the decision will come out the way they want it. When you complain, their first response is why don't you go to the IIC and express your idea?

> The more dominant members get their opinion heard. I've seen it happen too many times and I'm uncomfortable with it.

Other members felt that some of the matters that are discussed at the IIC should really be covered at a staff meeting. "...A representative is not enough. We all have to be there to support ideas that we feel are very important."

Satisfaction with the Decisions Made

Each I & R Unit member was asked to rate his or her overall satisfaction with the decisions made in the I & R Unit and the IIC. Possible responses included:

1 Not at all
2 Very little
3 Some
4 Considerable
5 Extensive

The results are given in Table 3.8.

Decisions in the I & R Unit. Most unit members felt that their satisfaction with the decisions made in the unit was "considerable," with the mean of all the responses being "4." Very few comments were made from those people who felt satisfied with the decisions made. Those who felt some discontent over the decisions made gave the following reasons:

> We've had some disagreements, but generally we've worked them out over the four years we've been together.
>
> Everyone must agree. We have to talk things out until we do agree. Sometimes the best decision isn't made because of this need for agreement.

TABLE 3.8

PERCEIVED SATISFACTION WITH ACTUAL IIC AND I & R UNIT DECISIONS, BY I & R UNIT

Satisfaction with actual decisions	I & R Unit																
	A1	A2	B1	B2	C1	C2	D1	D2	E1	E2	F1	F2	G1	G2	H1	H2	Mean
In the I & R Unit*	3.6	4.3	4.8	4.5	**	1	4	3.9	4.4	4.4	4.2	4.2	4.2	4.8	4	4.3	4.
In the IIC*	3	3.3	4.2	4.5	**	3	3.4	3.3	3.8	3.7	3.8	3.6	3.6	3.5	3.5	3.7	3.6

*Scores are means of responses of all I & R Unit members

**Insufficient responses

> Once I was voted against, and it was not until the end of the year that they realized my idea was best. I got no credit. Majority rule is not the best at all times.
>
> Sometimes decisions are made a little quickly, but at times this must be so. A little more discussion would perhaps help.
>
> This year I rate the decisions lower, but last year I would have given it a 5.
>
> Sometimes the decisions don't turn out the way you want them to. Then you have to live with the decision.

Decisions in the IIC. Members of the I & R Unit were a little less than "considerably" satisfied with the decisions made at the IIC level, with the mean of all the responses being 3.6.

Unit members who were satisfied with the decisions at the IIC gave the following comments:

> Yes, I'm satisfied with the decisions there. If I were dissatisfied, I'd be there to say my piece.
>
> That's one of the best things going for this school. Problems are solved before they come to a head. The principal is very democratic.
>
> I'm quite satisfied with IIC decisions. There are a few things that I don't agree with, but that's my "give" too.

Dissatisfaction with the IIC decisions clustered into the following reasons:

Decisions are limited by the agenda. Some unit members felt that they had little input into the agenda of the IIC: "The agenda limits what happens." "We have little say about the agenda, therefore, the decisions made are those they want to make.

Decisions are the principal's decisions. "I don't know if the decisions come from the principal or if they come from the unit leaders." "Sometimes decisions are made, input is there, but when there is conflict the principal says, 'I'm the principal, I'll make the decision'."

Not knowing what goes on in the IIC. I don't know what goes on in the IIC or what comes out of it." "I haven't been to any of the meetings, but sometimes I wonder how some of those decisions got passed." "I have difficulty deciding when a decision is made in the IIC." "I can't think of any decisions they've made!"

Lack of strong leadership on the part of the unit leader. "We need a person that is stronger in representing the unit's views." "There are just a few strong-spoken people that make the decisions."

Some unit members felt, "...there is more communication in the unit than in the IIC." "When you want to debate something you can do it in the team but it goes nowhere. You can't talk with the principal."

Another teacher felt that there were "delay tactics" made by the IIC because "If they don't know what to do they'll set up a committee." Frustration with the decisions made was cited by one teacher who felt: "Sometimes you don't get what you want because the whole school is involved."

Ineffective Shared Decision Making

Unit members were asked if there were occasions when they felt that shared decision making became ineffective in the I & R Unit and in the IIC. Possible responses included:

1 Never
2 Seldom
3 Occasionally
4 Often
5 Always

The results are shown in Table 3.9. The mean response for both the I & R Unit and the IIC was between "seldom" and "occasionally". The results are discussed below by unit and IIC.

Shared decision making in the unit. Reasons given for feelings that shared decision making was ineffective at the unit level focused on the amount of time shared decision making took, the difficulties when there was much disagreement, and the problems with decision making when the members did not get along well with each other.

Too much time. "There are times when you need one person to decide on things; this is more so with the small things. There is too much time spent hammering out the small things." "It's the best way to make a decision, but it's rough to work through thoroughly--time becomes a factor." "The process itself is very frustrating. Sometimes we go through a meeting just chattering. We're killing time. That's when I want to get up and work alone. There are times when we need a discussion, but not that long." "Sometimes we rush through to get done, since we have so much to do. That makes for poor decisions." "We get off on the pickiest things and it takes time. It would be better for one to decide in those cases."

Disagreements. Comments reflecting disagreements included: "They're ineffective when there are differences of opinion that cannot be resolved." "I feel that it becomes ineffective only when I don't get my way! It sounds funny, but when you really feel strongly

TABLE 3.9

PERCEIVED INEFFECTIVENESS OF SHARED DECISION MAKING, BY I & R UNIT

Ineffectiveness of shared decision making	I & R Unit A1	A2	B1	B2	C1	C2	D1	D2	E1	E2	F1	F2	G1	G2	H1	H2	Mean
In the I & R Unit*	2.7	3	2.2	2	**	**	3	3	3.5	2	2.3	2.3	2.4	1	2	3.5	2.5
In the IIC*	4	3	2	1	**	**	2.6	3	3	1	2.6	2.7	3.4	1	2.3	2.8	2.5

*Scores are means of responses of all I & R Unit members

**Insufficient responses

about something,shared decisions are difficult." "The decisions have to be meaningful and acceptable to everyone." "Sometimes when there is a committee of more than one person then a decision just isn't gotten around to."

Personality conflicts. Regarding personality conflicts, the following statements were made: "As of now no, but in previous days it was different because of personality problems." "It stems back to a particular team member. A lot of times decisions fall by the wayside because of a certain person in our unit who is unwilling to share." "It depends on who is going to be affected by the decision." "It's my nature. I'd rather do most things myself." "Sharing decision making is fine provided that you get along with each other. If we had a personality conflict, I'd get a transfer. You're not by yourself here. That's the key to unit operations--getting along."

Some unit leaders felt, "There are times when I have to make the decisions," "I feel better equipped to make the decision," or "The unit leader needs to make a firm decision." Several unit members supported the feeling, "at times the unit leader has to decide. They can't always run to ask us."

Shared decision making in the IIC. Unit members felt that there were times when decision making was ineffective in the IIC. One unit member felt that the decisions became more difficult because there were more members on the IIC:

> The bigger the group, then the more complex the task.
> It takes longer to get the ideas around the table.

Some unit members felt that there really was not much shared decision making in the IIC.

> Decisions are really dictated by the principal.
>
> There are a few influentials who make most of the decisions.

In one case a unit member felt that the principal should be more influential.

> It becomes ineffective only when the principal doesn't say what is needed. He needs more power. He's walked on too much. He needs to get mean.

Other units felt that the IIC will discuss things but "no solution will come out of it," or that their discussion really isn't considered:

> Seems like we discuss things for months and we never come to a decision. And yet, a decision emerges and we're surprised that that was the decision that came out of the input we gave.

Compromising ideas was less acceptable at the IIC level. Components were:

> You have to go along with them even when you don't agree. Getting into larger groups means working with different people with different ideas.
>
> The feelings are very diversified. Sometimes and you go along for diplomacy, or you feel that it's the consensus of opinion, even though you may not agree with it.

IIC s were seen by some unit members as "concerned with little things that take time and "bogged down with trivia."

Influence on Decision Making

Unit members were asked to rate the amount of influence they felt that they had on I & R Unit and IIC decisions. Possible responses included:

1 None at all
2 Very little
3 Some
4 Considerable
5 Extensive

The results are shown in Table 3.10. Unit members tended to feel more influential in I & R Unit decisions than in IIC decisions. Their feelings of influence were a little less than "considerable" with unit decisions. They felt they had a little less than "some" influence over IIC decisions.

Influence on I & R Unit decisions. Unit members generally felt that unit members had equal influence over the decision-making process.

> We all have an equal say. Everything is considered.
>
> We derive decisions together.
>
> I have as much influence as everybody else.
>
> I don't feel that I have any more influence than anyone else.

Unit members felt that if they felt strongly about something they were free to express it, were listened to by the other members, and were able to affect the decision.

> When I feel definite about something I feel that I can change the decision.
>
> If I feel strongly about something then I can get the necessary compromise.
>
> We listen to each other and are aware of different personalities. If you're really against something they'll change their ways.
>
> If any one is against something we take a second look.

TABLE 3.10

PERCEIVED INFLUENCE ON I & R UNIT AND IIC DECISIONS, BY I & R UNIT

Influence upon decisions	I & R Unit																
	A1	A2	B1	B2	C1	C2	D1	D2	E1	E2	F1	F2	G1	G2	H1	H2	Mean
In the I & R Unit*	4.5	3.7	3.4	3.5	**	5	3.8	4	4.4	4.3	4.3	3.7	2.9	3.5	4	3.8	3.9
In the IIC*	3	2.8	2.4	3.3	**	1	2.4	2.3	1.5	2.9	2.8	2.3	1.9	3.8	28	3	2.9

*Scores are means of responses of all I & R Unit members

**Insufficient responses

> Whatever I want to say is taken into consideration. There is no feeling of rejection.

Unit members who had more influence than the others attributed it to experience, age, longevity on the unit, and being a unit leader:

> I've had more experience with certain subjects so I have more influence with those decisions.
>
> Influence is a function of experience.
>
> I'm so much older than the others. That tends to give me more influence.
>
> Because I'm the unit leader I seem to have more influence. Sometimes I feel that they want to hear what I say first. I always try to bring their ideas out. I try not to give my opinion until I hear what they feel.
>
> I'm perhaps more influential because I've had these students before and I've been here since the school opened.

New teachers tended to feel less influential than the other unit members:

> I would have to be involved in a situation serious enough that they would zero in on me. I'm new.
>
> I doubt that I have any influence. It's tough because I'm not established yet.

Some unit members felt that their influence increased over the years as they worked with the unit, "This year I have more influence than last year, I'm learning the ropes." One unit member felt that her influence changed with the different decisions to be made: "I have my say but I don't always have it...it depends."

Influence on IIC decisions. Many unit members related a "long distance influence over decisions in the IIC" with "some effect on the decisions but not an overpowering effect," and their "opinions affecting only one part of the school."

Some unit members felt "we can have whatever weight we want; the agenda is out and the meetings are open." Many unit members had the opportunity to attend the IIC meetings but "rarely go." Other unit members relied on their unit leader for influence. "I have little input and seldom go to the IIC meetings. I have some influence through the unit leader, and I agree with her most of the time."

Some unit members felt that the topics discussed at the IIC "aren't very significant; aren't important," or that the IIC was "someplace else." One unit member, however, felt, "You can have influence if you present it logically. We have a chance to do it."

Relationship Between Selected Variables

In this section the findings regarding the relationships between the major variables are presented.

Group Dynamics and Decision Making

The group dynamics of the I & R Unit were found to have important relationships with decision making.

Group cohesion and decision making. Highly cohesive groups made many decisions about the instructional program, felt influential on unit decisions, were satisfied with the process of decision making, and had a very informal process of making decisions.

New members in a unit tended to lower the cohesiveness of the group. The new members related feeling less influential on the decisions of the unit, but they were satisfied with the process, realizing "it will take time before I'm established and can add to the group." Other members in these units stated this concern with the process of decision making: "Some members aren't included."

Group norms and decision making. The larger the I & R Unit, then the more formal the group norms and the more formal the decision-making process. Units that maintained a formal agenda system tended to feel quite influential on the decisions, since they could affect the agenda items. When units became uncertain about what decisions to make or what the alternatives were, then they floundered, became frustrated with the process, and generally deferred the decision to another time.

Communication and decision making. When I & R Units discussed IIC items, the communication network tended to be of the leader dominated network. Total interaction took place when the content of the meeting centered on unit matters and decisions. This appeared to be caused by the fact that there were few situations where the units needed to make a decision or were given decisions to be made concerning the IIC.

Task structure and decision making. Decisions became more complex as the task involved other unit members, other units, and children with special problems that seemed "unsolvable." Decisions in these cases took a great deal of time to be reached and the process became quite complex with many people involved in the process.

Group style and decision making. The I & R Units were evaluated for their group style--whether they were dynamic or static--according to measures of Hage and Aiken's (1970) organizational variables of centralization, formalization, stratification, and complexity.

The group style of some units was found to be less dynamic than that of others. Dynamic units tended to have members that rated their influence and satisfaction with decisions as high, whereas the less dynamic units tended to feel less influential and satisfied with the decisions of their unit. The process of decision making was less structured and very interactive in the dynamic units.

Group interdependence and decision making. The interdependence of the units varied according to the amount of time the members planned together and the amount of exchanging of students for instruction among the teachers. Units that were high on both planning and instructional interdependence relied more heavily on shared decision making than did other units. Units with members who had worked together for some time and were highly interdependent developed a decision process that was more complex than other units. Their decision process allowed for the diverse personalities and teaching styles of the members. Also, the highly interdependent units would move in and out of decision strategies, so that at times they were more interdependent than at other times, "allowing us to catch our breaths if want to."

Leadership and Decision Making

Leadership and decision making were related in the I & R Units. Unit members felt that the unit leader should have more of a collegial role than one who "tells the unit what to do." The unit leader was seen as performing functions of the unit that were a "service" to the unit more than directing the unit, thus, the supportive and participative leadership behaviors were seen as important but instrumental behavior was not considered a part of their role. In units where members felt that the unit leader had "too much" influence, were viewed as quasi-administrators, or were rated high on instrumental leadership, there was less feeling of influence over the decisions by the unit teachers along with less satisfaction with the process of decision making and the decisions made.

Unit members did feel that their unit leaders needed to be able to present a good argument at the IIC level in order for their ideas and influence to be felt at that level.

Organizational Variables and Decision Making

Several organizational variables directly affected the shared decision-making process of the I & R Units. The facilities and location of unit members helpful in the decision process when members were located near each other and where there was a central location for unit materials with a contained meeting area. Unit members who were isolated from other members tended to be a part of the decision-making process when it came to schoolwide issues, but they were less likely to be a part of the unit decisions.

The organizational structure of the unit was viewed as having a direct affect on decision making, since it was this organization that was viewed as affecting who was included in the process.

A supportive principal who encouraged units to make decisions was viewed as helpful to the process. Unit members felt it important that the principal accept the decisions that were made by the unit.

A principal who tried to influence the decisions "too much" was viewed as hindering the process.

Large class size tended to "overwhelm" the teachers. Often the best decisions were not always easily implemented because of the large number of students. This factor also lowered the satisfaction with the decisions made by the unit.

Planning time increased the ability to make decisions. Units without planning time had to find time to meet before or after school. This decreased the amount of shared decision making by the units. In such situations, fewer decisions were made concerning the instructional program and individual students.

Personal Variables and Decision Making

Several personal variables affected the decision process of the I & R Unit. Open and amenable relationships were voiced as important in facilitating the process. Poor unit relations lowered the satisfaction with the process of decision making considerably. Unit members needed to be flexible in order to change decisions spontaneously and without being overly concerned about "upsetting someone."

Staff members of units that had been together for three or more years generally developed a decision process that accommodated the diverse personalities and interests of the group thus alleviating the need to "feel out how people will react." Unit members of these groups already knew the preferences of their unit members, so decisions could be considered with these preferences in mind. It was felt that some decisions were eliminated from the start, because "we've become too accommodating."

Unit teachers with similar teaching styles and philosophies were seen by members as "easing the decision process," although it was observed that some units with a large difference of styles and personalities were able to function well when making decisions if these differences were viewed as an asset.

Forced staff changes and new or "weak" teachers tended to "slow down" the decision process until cohesion was again established and a new "unit personality" developed.

CHAPTER IV

SUMMARY, FINDINGS, CONCLUSIONS, AND IMPLICATIONS

This chapter consists of three sections. The first section provides a brief overview of the study. The next section gives a summary of the major findings and conclusions. The concluding section presents some implications for practice and for further research.

Summary of the Study

This research study focused on an educational innovation, Individually Guided Education, which includes an organizational component with the purpose of increasing involvement in decision making. This organizational component, the multiunit school, consists of three hierarchical levels of operation: the Instruction and Research (I & R) Unit, the Instructional Improvement Committee (IIC), and the Systemwide Program Committee (SPC). This study consisted of an intensive, in-depth analysis of the I & R Unit through the use of field methodology to investigate and describe the functions, processes, and relationships in the I & R Unit with emphasis on shared decision making.

The conceptual and theoretical foundations of this study included IGE concepts, social systems theory, group dynamics theory, leadership theory, and decision theory. The IGE literature focused the research on the I & R Unit as a decision-making group having specific functions and relationships.

Social systems theory provided a holistic perspective for describing the formal organization, as defined in the IGE literature, and the informal organization, as analyzed using group dynamics theory. The I & R Unit was viewed as a social system comprised of two dimensions--the normative dimension containing constituent roles and accompanying expectations and the personal dimension composed of individuals, their personalities, and their need-dispositions. The I & R Unit is a social system whose dynamics are affected by the larger social system of the school.

The blending of the normative and personal dimensions of the social system has been described as the transactional dimension, the "dynamic transaction between roles and personality" (Sweitzer, 1969). Group dynamics theory was used to investigate the transactional dimension of the units as they were affected by the institutional roles and expectations of the school and the personalities of the unit members. The group dynamics variables of group cohesiveness, group norms, communication, task structure, group interdependence, and group style were investigated in this study. In addition, the personal needs of unit members were investigated through the use of the hierarchy of needs (Maslow, 1971).

Leadership theory was used in this study to investigate the leader behavior of the unit leader. The unit leader's leadership was investigated using the three leader behavior categories derived by House (1973) from the Path-Goal Theory of Leadership: instrumental leadership, supportive leadership, and participative leadership.

Decision theory was used to examine participative decision-making methods used in the I & R Unit. Decision theory was viewed within the context of social systems theory. According to social systems theory, congruence between institutional role expectations and personal need-dispositions of members of the I & R Unit determines the extent of their satisfaction with the decision-making process, with the decisions made, with their level of participation in decision making. Four methods of decision making were investigated in the study:

1. Unilateral--made by the leader of the group.
2. Consensus--agreement by yea-saying or gesture.
3. Consensus--agreement indicated through silence.
4. Vote--the binding democratic process.

An intensive study was made of 16 I & R Units that were located in eight IGE elementary schools in various locations of the country, with diverse socioeconomic levels, and varying ethnic composition. Data collection procedures included interviews and observations. A companion study (Moyle, 1977) describing the conditions in the IIC was simultaneously conducted.

The schools were described in a table giving an overview of pertinent background information, and by a multiunit organizational chart with a short narrative for each school. The personal variables of the respondents were also summarized.

Chapter one of the study provided an introduction to the study, along with a description of the relevant aspects of IGE and the theories used. Chapter II covered the design and methodology of the study. The data were presented and analyzed by variable across the eight schools in Chapter III. Sections in this chapter included the functions of the I & R Unit, the group dynamics of the unit, the leadership of the unit leader, decision making in the IGE school, and relationships between some of the major variables.

Findings and Conclusions

This section presents the findings and conclusions that emerged concerning the major variables of the study across all of the I & R Units.

Findings

Findings regarding the structure, processes, and relationships of the I & R Unit are given regarding each of the major variables.

Variations from the multiunit model. Several variations from the membership of the protypic I & R Unit occurred. There were units with fewer and more teachers in the unit than the prescribed three to five teachers. Not all of the units had aides or student teachers. Several units consisted of one grade level rather than a range of ages for students across two or more grade levels. The teacher-student ratio was higher than recommended in several of the units. Two unit leaders were found in one of the units with a teacher representative, a "co-unit leader," and an assistant to the unit leader in some other units. Special teachers of exceptional children and teachers of special subject areas were not always a part of the unit as prescribed by the IGE literature.

Unit meetings were facilitated as recommended by the literature with one school providing a unique situation with a team of substitutes providing released time for all of the unit teachers to meet. The prescribed two hours of meeting time was not always followed, with units meeting more or less than the time suggested.

Functions of the I & R Unit. The I & R Units concentrated their efforts on "devising, conducting, and evaluating an instructional program appropriate for each student in the unit" and "managing the use of time, space, equipment, and curricular materials of the unit." Unit members rated their influence over these functions as high. How the units in the study engaged in these functions varied considerably.

Appointment of the unit leader. The unit leader was usually appointed by the principal, especially when the unit leader received monetary compensation for the role. There were cases where unit members were "talked into" the position by other unit members and where members elected the leader by vote. Unit leaders tended to keep the role for several years.

Compensation for the role of unit leader varied, with many unit leaders receiving no additional salary and some receiving as much as $1,200 for the position beyond their teaching salaries.

Unit aides. Unit aides performed tasks as described in the IGE literature. Aide positions were being cut in many of the schools because of budgetary limitations. Aides generally did not attend unit meetings.

Group dynamics of the I & R Unit. Findings with respect to the group dynamics variables were:

1. Group cohesiveness. Cohesiveness was high in most I & R Units. Unit members felt that there was much benefit in being a member of the unit and that their unit members had a considerable sense of togetherness.

2. Group norms. I & R Units had very few formal norms. The formal norms that did exist focused on the structure of the unit meetings. Various patterns were developed for meeting procedures, but generally the meetings were informally run with few units providing agendas and minutes. The main informal norms were that members be open, contribute to meetings, and that there be consensus on the decisions made.

3. Communication. The predominant decision-making process used by the I & R Units was the total interaction communication network. This was especially true when the content of communications focused on unit matters. The leader-predominated communication pattern was used when IIC matters were brought to the unit members. The total interaction communication network became inefficient if the decision process was not guided in some systematic method so that confusion was lessened and frustration was dissipated. Very few organized attempts were made to clarify the discussion at hand and to array possible alternatives with the pros and cons of each.

4. Task structure. The complexity of tasks that unit members tended to undertake ranged from "not at all complex" to "very complex." The complexity of the tasks increased as the tasks affected other unit members, other units in the school, and students with specific problems that appeared to be beyond the control of the unit teachers.

5. Group style. The style of I & R Units that had worked together for some time was dynamic. Dynamic groups rated themselves high in complexity, low in centralization, low in formalization, and low in stratification.

6. Group interdependence. Two types of interdependence were discovered: planning interdependence and instructional interdependence. Units varied in the amount of interdependence developed among unit members. Very complex patterns of interdependence developed in some units for both planning and instruction. Units with low interdependence patterns tended to stress planning interdependence rather than instructional interdependence. Several units felt that they were quite interdependent with instruction previously, but that they were now less so because they could not keep pace with the demands that high instructional interdependence created. Those groups that were high in instructional interdependence were the units that had implemented the IPM to a considerable degree.

Personal needs. The level of concerns and complaints given by unit members did allude to the "health" of the units in the schools. There were concerns and complaints in all of the units of the study.

These were classified according to Maslow's (1971) three levels of grumbles: low grumbles, high grumbles, and metagrumbles. Healthy units, or those units with metagrumbles, had concerns that centered on meeting the individual needs of students. These units had optimal working conditions with small class sizes; appropriate curricular materials; support of the building principal, central office, and community; released time; aides; and job security.

Leadership of the unit leader. Findings concerning the leader were:

1. Unit members did not see instrumental leadership as a function of the unit leader position. This leadership behavior was felt to be against the collegial nature of the unit leader role and should be reserved for the principal. Discussions concerning instrumental behavior showed that unit members viewed the role of the unit leader as one of service to the unit rather than one that is directive.

2. Supportive leadership behavior was very important to teacher satisfaction and effective functioning of the unit. All unit leaders demonstrated supportive behavior.

3. Participative leadership was considered of most importance in the role of unit leader. Unit teachers felt very strongly about being included in decision making; it was expected and demanded.

Overall, unit leaders demonstrated each of the three types of leader behavior at a high level. The majority of the unit leaders typified their leadership styles as participative and supportive, with the unit members supporting these choices.

Decision making in IGE schools. The decision-making process in the I & R Units generally consisted of the following pattern: a problem was brought, a suggestion for a solution would be made and discussed, a new suggestion would be made that met the weaknesses of the formally stated solution, and more discussion would take place concerning the new suggested solution. This process would continue until a solution was suggested that appeared to have no weaknesses or was a compromise of the solution with the fewest weaknesses. The process was typically quite interactive with most unit members participating. In a few instances of controversial solutions the decision was subjected to a vote.

Unit members were satisfied with the decision process at the I & R Unit level but felt less satisfied with the process at the IIC level. This was attributed to the fact that unit members were present during unit meetings but received their information and provided input to the IIC secondhand, i.e., through the unit leader.

Unit members were satisfied with the decisions made in the I & R Units but were less satisfied with the decisions made in the IIC. The dissatisfaction with IIC decisions were caused by a limited agenda, the influencing power of the principal, not knowing what went on in the IIC, and the perceived lack of strong leadership on the part of the unit leader when he/she was in the IIC.

Unit members felt that there were times when shared decision making became ineffective in the I & R Units. Some decisions took too much time to be made as a group and disagreements, along with personality conflicts, hampered the process. Unit members frequently felt left out of the shared decisions made at the IIC level.

Unit members generally felt influential over I & R Unit decisions. New members were less influential with members of long standing having the most influence. This influence over decision making did not extend into the IIC. Unit teachers felt a long-distance influence which was determined by the effective representation function of the unit leader.

Organizational and Personal Variables. The organizational variables that affected the operations of the I & R Unit were:

1. Facilities. Building designs and accommodation that located unit members close to one another increased the effective operation of the unit.

2. Organizational structure. The I & R Units and IIC provided the organizational structure that accommodated unit functions.

3. Principal. Unit operations were more easily implemented when the principal was viewed as supportive of the unit members and their decisions.

4. Student enrollment. Instructional interdependence was more easily accommodated in units with low teacher-student ratios.

5. New programs. Too many changes in the curriculum was dysfunctional to unit operations.

6. Planning time. Units that were provided with released time to plan were able to perform more of the I & R Unit functions and were more satisfied with their accomplishments.

7. Parents. Parental support and volunteer programs were viewed as enhancing operations.

8. District office and special services. Unit operations were enhanced when district office and special services supported IGE and adapted their role to the IGE setting.

9. School board. School boards were viewed as a hindrance when their decisions, policies and budget were interfering with the basic philosophy and special support needs of IGE.

10. Outside agencies. Unit functions were enhanced when agencies provided inservices and opportunities for IGE personnel that met the refinement and renewal phases of the I & R Units.

The personal variables that affected the operations of the I & R Unit were:

1. Contributing variables
   - a. I & R Unit relationships
   - b. Flexibility of the staff
   - c. Length of time the staff had been together
   - d. Similar or compatible teaching philosophies
   - e. Specific individuals with strengths the unit members rely on
2. Hindering variables:
   - a. Too much accommodation
   - b. Conflicting personalities and philosophies
   - c. New or "weak" teachers
   - d. Forced staff changes

Conclusions

Based on the findings of the study, the following conclusions were drawn with respect to the I & R Unit:

1. The membership, modes of operation, and functions performed by the I & R Unit differed considerably from the prototypic organizational model and varied substantially from unit to unit. Membership depended more on convenience of location, a history of teachers working together and preferences of working together. Modes of operation and function were interpreted differently by the units. Budget, supportive staff, the school's commitment to IGE all affected the modes of operation and the functions of the unit.

2. I & R Unit staff members actively engaged in decision making and unit members found merit in the process. Decisions were made concerning the instructional program that improved the instruction of students.

3. The group dynamics of the I & R Unit had important consequences for the shared-decision making process. The group dynamic concepts of cohesion, group norms, communication, task structure, group style and interdependence had a significant effect on the decision process if these dynamics were operating positively.

4. Well functioning units were those that consisted of members that worked together for some time and had adapted their operations to complement the teaching preferences and diverse personalities of the members. Such units tended to develop complex interdependence patterns that had a built in flexibility to lessen the interdependence or increase the interdependence when the situation or members called for it.

5. I & R Units readily formed planning interdependence patterns but instructional interdependence was less prevalent. Unit members felt that it was important to plan together and did this at varying degrees. Instructional interdependence was viewed as taking a great deal of time and coordination and was the first interdependence pattern to be eliminated when the process became overwhelming.

6. Instructional interdependence was increased when a curricular program supported the process. Curricular programs with a management system that supports the placement of students and the use of the IPM facilitated instructional interdependence.

7. Multi-aged units with five or more unit teachers tended to subgroup for instructional planning by grade level. Units of this description met as a total unit for IIC announcements and unit coordination but subgrouped by grade level teachers for instructional planning.

8. Unit leaders were viewed as providing a service to the unit rather than directing the unit. Unit members felt that the unit leader should not become a quasi-administrator but should be seen as a colleague high in supportive and participative leadership.

9. The cohesiveness of the units in the school became dysfunctional when there was little communication or coordination among the units. Units in this situation were viewed as "mini-schools" that operated in and of themselves.

10. The decision process of the I & R Units became dysfunctional when no planned strategy for making decisions was implemented. Unit

members became disenchanted with the process, deferred decisions, and became frustrated with the process when no solutions seemed available.

11. Organizational and personal variables must be operating in a supportive fashion for units to be operating as prescribed by the literature. Units without this support perform "mini-staff meeting" functions but rarely engaged in the functions related to instruction and the individualizing of education.

12. Several ancillary conclusions were also of significance:

a. As was found true by the co-researcher (Moyle, 1977) in regards to the IIC, teacher education institutions which taught IGE related courses enhanced the operation of I & R Units by giving practicing teachers an avenue to improve their understanding of and competence in IGE, and by providing resource personnel either for inservice programs or to motivate further innovation within the school to stimulate refinement and renewal of IGE.

b. Inservice on IGE became important to new members of the unit. Few schools provided this inservice for the new members which caused the units to spend time and energy in helping this person to understand the unit operations.

c. Ancillary committees, made up of representative teachers from each unit, increased the coordination and communications across the units. This provided unit teachers with the opportunity to meet with members of other units which decreased the feeling of "mini-schools" within a school.

d. Conflict and competition increased among various units when a specific strategy for improving staff relations among units or groups of teachers was not undertaken. In several schools, special programs and/or units tended to bind teachers together so strongly that a "we and they" attitude caused dysfunctional relationships among the staff and children.

Implications for Practice and Research

This concluding section contains the implications for practice in IGE schools and some suggestions for further research regarding the operation of the I & R Unit in IGE schools.

Implications for Practice

The I & R Units in this study had been in operation for at least five years. Their present state of affairs has implications for practice for educators who are presently operating in an IGE school and those interested in implementing IGE. Several practical recommendations are therefore offered to educators with regard to the functions, processes, and relationships of the I & R Unit. Some of these recommendations parallel those of the co-researcher who was concerned with the IIC (Moyle, 1977).

1. Members of I & R Units should evaluate the operation of their unit. Some questions to be addressed are:
    a. Is the I & R Unit carrying out its prescribed functions? If not, is the I & R Unit's interpretation of the IGE model justifiable in terms of unit's special needs? If

a. (continued)

I & R Unit functions are thought necessary, what strategies are possible to ensure that the revisions occur?

b. Are the size and membership of the I & R Unit appropriate for the necessary group dynamics to occur which ensure shared decision-making processes may be fully implemented?

c. In what ways can the communication processes between the IIC and the I & R Units, and among the units be improved? Matters of concern should be: content of IIC and I & R Unit agendas and their availability, along with written information about items; compilation and distribution of minutes, input of items to the agendas by units and individual members; adequate preparation by unit leaders to gather input from unit members, and development of horizontal communication patterns to inhibit isolation between units and unit members.

d. Is the I & R Unit using the IPM model? If not, what ways can this model be used to improve the instructional interdependence of the unit?

e. Is the day, the time of the day, and the duration of the unit meetings suitable for the processes and relationships in which the unit must engage?

f. What methods can be used to develop a unit meeting area that consists of unit materials and information that is readily available when needed for decisions?

g. Are specialist staff members appropriately included in decisions of the unit?

h. What methods are available to include aides in meetings or portions of meetings where meaningful?

i. What methods are available to provide released time for staff teachers by sharing of students so that a teacher would have time to develop certain projects for the unit?

j. Are units multi-aged? If not are there situations wherein multi-aged groupings might not be educationally sound?

2. I & R Units should consider different decision-making strategies from the total interaction pattern to ease the process and eliminate the vast amount of time spent in the process.

3. New I & R Unit members should be given inservice training about IGE in order to acclimate them to the workings of the I & R Unit.

4. The role of unit leader should be clearly established along with the expectations of the unit members. Many of the responsibilities of the unit leader can be shared by unit members. The functions of the unit should be evaluated in terms of which person(s) could accomplish them.

5. Unit leaders should be aware of the need for participative and supportive leadership. The unit members should realize that even

though they are not the designated leader, they need to demonstrate both participative and supportive behaviors also. This would decrease the need for the leader to demonstrate instrumental leader behavior.

6. The refinement and renewal phases of the implementation model should be addressed with vigor and purpose to ensure the IGE program maintains its growth and expansion. Although the organizational component needs some consideration in this phase of implementation the other components need serious consideration for further improvement for implementation purposes. The IPM model should be given particular consideration since few units are presently implementing it or even aware of it.

7. I & R Unit members should be provided with opportunities to share ideas and concerns with other units and other IGE schools so that experiences and insights gained can be shared.

8. The information needs of I & R Units should be closely investigated as to what information is needed to improve decisions and how this information can be presented to facilitate the decision process. Also, the information needs of staff that would enable them to individualize instruction more should be analyzed and a more systematic approach to providing information should be developed.

9. I & R Unit staff should accommodate the diverse personalities and teaching styles of the members while, at the same time, each member needs to be accommodating to the unit as a whole. The balance is a fine line that constantly needs to be sought.

10. I & R Unit members should evaluate the group dynamics of their unit, be given inservice on small group processes, and revise these processes to facilitate unit operations especially where it calls for the sharing of decisions.

Implications for Future Research

Several matters for future research have been raised by this study. The following are worthy of consideration.

1. Further investigation and clarification of the transactional dimension of social systems theory should be conducted. This dimension, which has been described as the "dynamic transaction between roles and personalities," has shown to have import on shared decision making. The focus of future research could be on I & R Unit to investigate the institutional roles and expectations of school personnel for the units; what psychological functions the I & R Units fulfill for the members with regard to their need-dispositions; the conditions which facilitate the fulfillment of personal needs; and the manner in which the group fulfills the needs.

2. Group interdependence patterns should be investigated for variabilities of patterns, and the resultant effect on instruction, student achievement, and job satisfaction.

3. During this study, the researcher noted that I & R Units appeared to go through stages of development. Research should be conducted on small groups in different phases of development with the focus on the group dynamics and the transactional dimension of social systems theory to describe these phases and to assess dynamics that

accommodate the successful development of group relations and shared decision making.

4. Research should be conducted to establish what group dynamics mechanisms are needed to ensure shared decision making and satisfaction with the process.

5. Intervention strategies need to be investigated that will improve the dynamics of groups and the shared decision-making process.

6. It was discussed in this study that I & R Units are expected to make shared decisions and that unit members want to make these decisions, but often the strategies for making decisions frustrated the persons in the process. Research needs to be conducted on techniques for sharing decisions that will enhance the process along with the outcomes of the decisions.

7. Group cohesion was found to be dysfunctional when isolated groups developed and when the concern for cohesiveness hampered members from giving negative feedback to its members. Research on this dysfunctional nature of group cohesion should take place to investigate its effects on shared decision making.

8. During this study it was observed that some unit members were more willing to take risks in decision making. The tendency for "risk taking" on the part of unit members should be investigated as to its effect on the shared decision-making process.

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APPENDIX A

TELEPHONE SURVEY

TELEPHONE SURVEY

Name of School: ____________________

Location: ____________________

Phone: ____________________

Person Contacted: ____________________

Researcher: ____________________

Date: ____________________

Communications:

1. Letter of introduction sent on:

   ____

2. Initial telephone contact:

   ____

3. Other contacts:

   ____

   ____

   ____

   ____

Comments and action taken:

Telephone Interview

Hello (Principal's name):

This is (your name) calling from the Wisconsin Research and Development Center to talk with you about the next stage of the IGE studies proposed, and to ask whether your school might be interested in continuing your research association with us. We are compiling a list of schools from which the final sample will be chosen. Have you the time now to discuss this with me?

If "No," schedule a convenient time.
Date: ____________ Time: ______
If "Yes," continue.

1. I would like to outline the research proposal and obtain your initial reaction to the possibility of being placed on our short list.

Two companion studies are planned using the field study approach--that is, two researchers, myself and _______________ will visit certain schools to observe and interview staff and to analyze available records. The emphasis of the studies will be upon the functions, processes and relationships in the decision making of the IIC and I & R Units. My emphasis will be upon the
IIC ______. __________________'s efforts will be directed
I & R ____.
toward the IIC ______.
I & R ____.

Your school has been recommended to us by previous researchers for inclusion in this phase of the research if you and your staff agree.

Have you any questions about what I have told you so far? (Record these and respond.)

Questions asked:

2. Do you have any initial reactions to this research being conducted in your school?

   (If unfavorable, thank them for their consideration)
   (If favorable, then continue to #3)

   Comments:

3. Before describing the study, I would like to ascertain whether or not your school meets some basic criteria that are important in the study.

   a. Do you still consider yourself an IGE school? Yes No

   b. How long have you been principal? ______________________________

   c. Is the organizational structure the same as it was last year?

   Yes No

   d. Is the age/grade spread in each unit the same as last year?

   Yes No

   e. Describe your unit leaders according to the following criteria:

	No. of new	No. of retained
Intermediate level	_______	________
Primary level	_______	________

   f. How many new teachers are in each unit?

Unit	______	______	______	______	______	______
Number	______	______	______	______	______	______

(If the above criteria are favorable continue to step 4. If not, thank the principals for their time and consideration.)

Comments:

4. If I may, I would like to outline the nature of the research in a little more detail. (Discuss the following points.)

   a. The research will be a field study.

   b. Shared decision-making processes and group dynamics will be observed in the IIC and I & R Units.

   c. This will entail observing meetings of the IIC and I & R Units, interviewing (both formally and informally) pertinent personnel, and perusing any records of IIC and I & R Unit meetings which can be made available.

   d. Some attention will be given to the specific functions and activities of principals and unit leaders. This means that the researchers will spend quite some time with these people as they go about their normal day's work.

   e. It will be very important that the key personnel (principal, unit leaders, and unit teachers) are willing to participate and to be frank in any discussions. Anonymity of the school and its personnel are absolutely guaranteed.

   f. Data collection will take place during the second semester, commencing in January, 1977.

   Comments:

5. The basic plan is to make one or more visits to each school. The duration of the visit could be up to several days depending upon meeting schedules and the length of time needed to collect the data.

   Comments:

6. Concerning the selection of I & R Units for the study, should your school decide to participate, you will be asked to select one primary and one intermediate unit from among the I & R Units interested in participating.

   Comments:

7. Could you give me the following details about the I & R Units and the IIC?

	1	2	3	4	5	6	7	8
1) Unit name								
2) Number of teachers assigned to the unit full time (including unit leader)								
3) Number of pupils (as exact as you can give it)								
4) Grade level equivalents								
5) What day and time do I & R units meet?	Day: Time:							
6) What day and time does the IIC meet?	Day: Time:	Is this weekly, biweekly, monthly, or other? (Circle one) If other, specify:						

8. Are all the pupils accounted for in the information you have just given to me?

   1) Yes

   2) No. If no, explain who isn't included in these units?

   ____

   a) kindergarten
   b) special education pupils
   c) other "regular" pupils (i.e., not special education)

9. Have you had any changes in unit leaders from last year?

   Yes No

   If yes, list units ______ ______ ______

   Is the unit leader

   . new to the school ______ ______ ______

   . from within the unit ______ ______ ______

   . from within the school ______ ______ ______

10. Who are the regular members of the IIC?
    (Prompt: Principal? All unit leaders? Specialists? etc.)

11. Would you classify your school's geographic location as urban, suburban, or rural?

12. What is your best estimate of the economic level of families whose children are served by your school?

    Low income Low-middle income High-middle income

    High income Mixed (Specify)

13. We are anxious to settle on a research event calendar, so within the next few days we will mail you a summary of the information discussed during this call and copies of our research proposals, which should assist you and your staff to decide together whether to participate or not.

    Could you estimate a time that would be convenient for us to contact you concerning the decision that has been made?

Date	Time	Contact
____________________	____________	________________________

14. Thank you so much for your time and assistance. If you or any of your staff have any further questions, please feel free to call either myself or (name of co-researcher), telephone 608/263-4260.

APPENDIX B

SUMMARY OF RESEARCH PROPOSAL

the
Wisconsin
Research and Development Center
for Cognitive
Learning

(608) 263-4200

the University of Wisconsin 1025 West Johnson Street Madison, Wisconsin 53706 [redacted]

SUMMARY OF RESEARCH PROPOSAL

Dear ___________________

As agreed during our recent telephone conversation, enclosed is a summary of our research proposal which we trust will enable you and your staff to decide upon participation in the research studies planned.

We hope that you and your staff will feel comfortable with the research methodology to be used, should you agree to participate. We would be most appreciative of your early consideration of this matter. We will contact you on ______________________ regarding your decision.

In the meantime please feel free to call us at 608-263-4260 should you desire any additional information about these studies.

Sincerely,

Sandi Kawleski
Research Assistant

Colin Moyle
Research Assistant

James M. Lipham
Professor of Educational
Administration

Enc.

Summary of Research Studies of the Operations of the I & R Unit and the IIC

One of the major goals of the Wisconsin Research and Development Center for Cognitive Learning is to utilize organizational theory to refine the multiunit organizational structure for individualizing elementary schooling. The general research strategy to achieve this goal includes observations and analyses of the hierarchical group structures created in the multiunit school organization (the I & R Unit and the IIC), and of major changes in the role behavior of principals, unit leaders, and others which result from implementing the multiunit form of school organization.

To attain this goal, two companion research studies are planned for second semester, 1977. One study, by Kawleski, focuses mainly upon the I & R Unit; the other, by Moyle, on the IIC. A sample of six to ten multiunit IGE schools will be selected for intensive analysis, drawn from the population of 42 schools which participated in earlier studies during the 1975-76 school year.

Both studies are field studies which will utilize observations, structured and unstructured interviews, and analysis of minutes of I & R Unit and IIC meetings. The studies are exploratory, aiming to analyze relationships among variables which the researchers have defined, or other variables which may emerge during the course of the studies. The basic plan is to make one or more visits to each school for a length of time which could total several days, depending upon meeting schedules and the length of time needed to make the observations and interview the staff members.

The research plan is to investigate the group dynamics of the decision-making process in both the I & R Unit and the IIC. Two I & R Units from those willing to participate in each school will be chosen--one intermediate, the other primary. Although group dynamics is a broad field of inquiry, the observers' analysis of the group behaviors will focus upon group cohesiveness, group norms, communication, group interdependence, task structure, group style and leadership. Because the unit leader's role is newly created by the multiunit structure, with membership on both the I & R Unit and the IIC, the incumbent has additional responsibilities which will vary from school to school, and which will be of particular interest to both of the researchers in their observations.

The actual decision-making process of both hierarchical groups will be analyzed according to observation categories related to the multiunit organization, since this structure was specifically designed to provide for meaningful participation in the decision-making process.

Staff members will be asked to respond to a brief interview questionnaire concerning organizational and personal factors. The researchers will utilize observation instruments and interview protocols to analyze decision-making and decision-implementation processes. Data will be validated through discussion between the co-researchers and with the school staff observed and interviewed.

The studies will seek answers to the following questions:

1. What are the organizational variables which influence the group dynamics of the decision-making process of the I & R Units and the IIC?
2. What personal variables influence the group dynamics of the decision-making process of the I & R Units and the IIC?
3. What is the impact of leadership on the decision-making process of the I & R Units and the IIC?
4. How do unit leaders fulfill their responsibilities?
5. Can a profile of types of I & R Units and IICs be made on the basis of their group interactions?
6. What are the differences between the operation of the I & R Units and the IIC as described in IGE literature and in actual practice?
7. Which revisions and refinements should be incorporated in the multiunit organizational structure for IGE schools?

APPENDIX C

SAMPLE LETTER

the
Wisconsin
Research and Development Center
for Cognitive
Learning

(608) 263-4200

the University of Wisconsin 1025 West Johnson Street Madison, Wisconsin 53706 [redacted]

SAMPLE LETTER

Dear ________________

We write to confirm the arrangements discussed with you by telephone concerning our visit to your school. In doing so we convey also our sincerest appreciation for the cooperation and assistance you have given us.

It is our intention to be at your school from 1:00 p.m. on March 14, 1977, through to noon, March 18, at the latest. During the course of our visit we would hope, with your continued support, to undertake the following:

(1) Observe two I & R Unit meetings and be unobstructive observers of some of the teaching activities and teacher interactions of the two units. The two units, one intermediate and one primary, will be your choice.

(2) Observe an IIC meeting.

(3) Have a scheduled individual meeting of approximately thirty minutes duration with the following: the principal, the leaders of the two units being observed, and each teacher in those two units. The purpose of these meetings is to ask a series of general questions about IIC and unit operations. Be assured that anonymity of both school and respondent is guaranteed.

(4) With permission, read and analyze for content any agendas, minutes of meetings, etc., which might be available from the groups under observation.

(5) Have informal discussions as time and occasion permit with other staff members regarding IGE.

We also enclose for your information a copy of the "Informed Consent Form" which we are obliged to have formally interviewed respondents sign. This, of course, will be done when the interview actually occurs.

Once again we thank you for your cooperation and assure you that we are looking forward to our visit to your school.

Sincerely,

Sandi Kawleski
Research Assistant

Colin Moyle
Research Assistant

APPENDIX D

INTERVIEW PROTOCOL

INTERVIEW PROTOCOL

SECTION 1

Composition of I & R Unit

School: ______________________

Unit: ______________________

Level: ______________________

Meeting Times: ________________

Other Meeting Time (specify occasion): ________________

Permanent Members:

Position/Name	Position/Name

Membership in other Committees:

Name of Committee	Function	Responsibility

Researcher's name: __________

Individual Profile

Position/Name

A. ____________________

1 2	1 2 3	1 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

B. ____________________

1 2	1 2 3	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

C. ____________________

1 2	1 2 3	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

D. ____________________

1 2	1 2 3	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

E. ____________________

1 2	1 2 3	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

F. ____________________

1 2	1 2 3	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Sex	Age	Teaching Experience	IGE Teaching Experience	IGE Training	Unit Leader Experience
1: M 2: F	1: 20-35 2: 36-50 3: 51+	1: no exper. 2: 1-5 yrs. 3: 6-15 yrs. 4: 16-30 yrs. 5: 31+ yrs.	1: None 2: 1 year 3: 2 yrs. 4: 3 yrs. 5: 4 yrs.	1: None 2: Up to 1 week 3: More than 1 week 4: Course work 5: Courses and inservice	1: None 2: 1 year 3: 2 yrs. 4: 3 yrs. 5: 4+ yrs.

SECTION 2

	Members								
	L	1	2	3	4	5	6	T	Mean
Group Cohesiveness 1. How much benefit do you derive from membership on the I & R Unit? (Show Card A)									
2. To what extent do you think your I & R Unit has a sense of togetherness, of "we-ness"? (Show Card B).									

Group Norms

3. Are your I & R Unit meetings run according to specified procedures? (Prompt: Agenda building, meeting procedure.)

Position	Response	

4. Are there unwritten rules which influence the patterns of behavior during the I & R Unit meetings? (Prompts: Consensus decision making, ensuring each member participates, etc.)

Position	Response	

Communication

5. What matters do you and your colleagues discuss during your I & R Unit meetings?

Position	Comments

	Members									
	L	1	2	3	4	5	6	7	T	Mean
Communication 6. What percentage of I & R Unit time is spent on: (Show Card C) a. Devising, conducting, and evaluating an instructional program appropriate for each student in the unit.										
b. Managing the use of time, space, equipment, and curricular materials and resources of the unit.										
c. Reporting to parents and utilizing community resources in providing instructional activities.										
d. Engaging in on-the-job inservice training and staff development activities.										
e. Providing clinical experiences for interns and student teachers.										
f. Conducting research and development activities to enhance the learning of each child.										
g. Other (Specify).										
7. Rate the influence the I & R Unit has over each of the above. a.										
b.										
c.										
d.										
e.										
f.										
g.										

Task Structure

8. How complex are the tasks your I & R Unit tends to grapple with? (Record response and ask for typical examples.)

Position	Response	Example

Group Style

9. (Centralization) Does the unit leader (Do you, as the unit leader) include the unit teachers when decisions are made?

Position	Response	

10. (Formalization) Is the I & R Unit controlled by rules of operation: (Prompt: explicit rules, must go through proper channels, chided if rules violated.)

a) from external sources?

Position	Response	

Group Style (continued)

b. that are self-imposed?

Position	Response	Comments

11. (Stratification) Are some I & R Unit members given more influence than others, or have more confidence placed in them: (Prompts: Sought out for advice, have the rules bent for them, chosen as members of other committees, more sought by parents.)

a. from persons outside of the I & R Unit?

Position	Response	Comments

Group Style (continued)

b. from persons within the I & R Unit?

Position	Response	Comments

12. (Complexity) Is expertise called upon to assist with the making of decisions:

a. from persons outside the I & R Unit (Prompt: consultants, parents, central office)?

Position	Response	Comments

Group Style (continued)

b. from persons within the I & R Unit?

Position	Response	Comments

	Members									
	L	1	2	3	4	5	6	7	T	Mean
Leadership 13. (Instrumental) Does the unit leader (Do you as unit leader) let the unit members know precisely what is expected of them with regard to such matters as: work schedules, rules to be followed, standards of performance, etc.? (Show Card D)										

	Members									
	L	1	2	3	4	5	6	7	T	Mean
Leadership (continued) 14. (Supportive) Is the leader (are you as unit leader) supportive in that she/he is (you are) friendly, does little helpful things, puts suggestions into operation, etc. (Show Card D)										
14. (Participative) Does the leader (Do you as unit leader) consult with members of the group and use their input before acting on a problem? (Show Card D)										
16. Choose one of the leadership styles above that best describes you/your unit leader.										

17. How would you describe the manner in which most of the decisions are made in your I & R Unit?

Position	Comments

	Members									
	L	1	2	3	4	5	6	7	T	Mean
Decision Satisfaction 18. Rate your overall satisfaction with how decisions are made by (Show Card E) a. the I & R Unit:										
b. the IIC:										
19. Rate your overall satisfaction with the decisions made in (Show Card E) a. the I & R Unit:										
b. the IIC:										

	Members									
	L	1	2	3	4	5	6	7	T	Mean
Decision Satisfaction (continued)										
20. Are there occasions when you feel that shared decision making becomes ineffective in: (Show Card D)										
a. the I & R Unit?										
b. the IIC?										
21. How much influence do you feel you have upon: (Show Card B)										
a. I & R Unit decisions?										
b. IIC decisions?										

Representation

Ask of the unit leader:

22a. Do you feel that you accurately represent unit views to the IIC? (Comments)

23a. Do you experience conflict in representing unit views to the IIC? (Comments)

24a. Do you feel that you convey all IIC decisions promptly to the I & R Unit? (Comments)

25a. Do you feel that you convey all IIC decisions accurately to the I & R Unit? (Comments)

26a. Do you experience conflict in representing IIC decisions to the I & R Unit? (Comments)

Representation (continued)

Ask of the unit teacher:

22b. Does your unit leader accurately represent unit views to the IIC? (Comments)

23b. Does your unit leader experience conflict in representing unit views to the IIC? (Comments)

24b. Does your unit leader convey all IIC decisions promptly to the I & R Unit? (Comments)

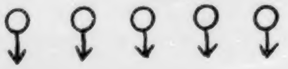
25b. Does your unit leader convey all IIC decisions accurately to the I & R Unit? (Comments)

26b. Does your unit leader experience conflict in representing IIC decisions to the I & R Unit? (Comments)

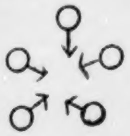
Group Interdependence

27. Planning Interdependence: The ways in which teams plan can be depicted in several ways. (Show and explain Card F) What percentage of planning time do your unit members spend in these ways? (List examples)

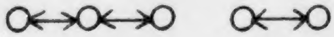
A. Independent planning: __________%



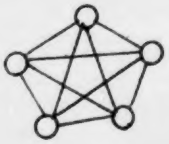
B. Member presentation of plan: __________%



C. Sub-team planning: __________%



D. Team plan: __________%

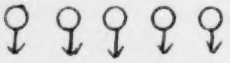


E. Other (Diagram): __________%

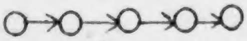
	Members									
	L	1	2	3	4	5	6	7	T	Mean
Task Interdependence (Continued) 28. To what extent do the members of your unit collaborate with one another on various tasks? (Show Card B)										

Instructional Interdependence

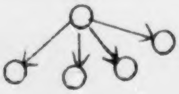
29. Which diagram(s) most appropriately depict the flow of students within your unit for each instructional area: (Show and explain Card G)



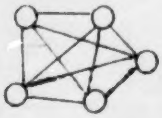
(a) Each teacher teaches his/her own homeroom.



(b) Students sequentially go from one teacher to the next.



(c) Homeroom students go to one specific teacher consistently.



(d) Students report to various teachers.

(e) Other (Diagram)

Instructional Interdependence (Continued)

(Note diagram and any other comments) Position of informant(s)

1) Math ____________________

2) Reading ____________________

3) Social Studies ____________________

4) Science ____________________

5) Language Arts ____________________

6) Spelling ____________________

7) Physical Education ____________________

8) Music ____________________

9) Art ____________________

10) Other ____________________

Comments:

30. Organizational Variables: Inside/Outside School

a. What is it about the school which helps your I & R Unit to work?

Position	Comment

b. What is it about the school which hinders the operation of your I & R Unit?

Position	Comment

c. Are there influences from outside the school which help your I & R Unit's operation?

Position	Comment

d. Are there influences from outside the school which hinder your I & R Unit's operation?

Position	Comment

31. Personal Variables

a. Are there important personal factors which contribute to the operation of your I & R Unit?

Position	Comments

b. Are there important personal factors which hinder the operation of your I & R Unit?

Position	Comments

SECTION 3

General Question

32. How are unit leaders appointed?

Position	Comment

33. In what ways do the units differ from one another?

Position	Comment

34a. How are aides used in your unit?

Position	Comment

b. Who decides aides' duties and time allotments?

Position	Comment

c. How is the aide hired and appointed?

Position	Comment

35a. How are new staff members hired?

Position	Comments

b. How are staff shifts decided?

Position	Comments

36. If you had the chance to work within another school or unit, would you?

Position	Comments

Response Cards

CARD A

1 No Benefit

2 Very Little Benefit

3 Some Benefit

4 Considerable Benefit

5 Extensive Benefit

CARD B

1 None at All

2 Very Little

3 Some

4 Considerable

5 Extensive

CARD C

a. Planning and evaluating the instructional program

b. Managing the use of time, space, equipment and material

c. Home-School-Community relations

d. Staff development (Inservices)

e. Interns and student teachers

f. Research and development activities in the unit

g. Others: (Specify)

CARD D

1 Never

2 Seldom

3 Occasionally

4 Often

5 Always

CARD E

1 Not at all

2 Very little

3 Some

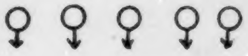
4 Considerable

5 Extensive

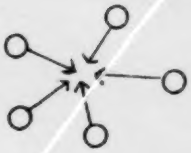
Response Cards

CARD F

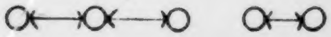
A.



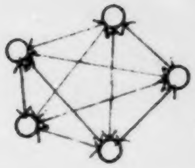
B.



C.



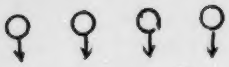
D.



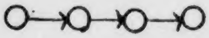
E. Other

CARD G

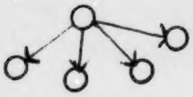
A.



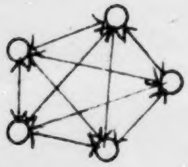
B



C



D



E. Other

APPENDIX E

OBSERVATION PROTOCOL

OBSERVATION PROTOCOL

I & R Unit ________ School ________________

I. Cohesiveness

Observation	Notes
A. Informal group congregation	
B. Supportiveness (e.g., sharing of materials and ideas; reinforcement--verbal and physical, etc.)	
C. Socializing (e.g., joking, discussing things other than school)	
D. Concern for comfort (e.g., coffee, candy, and other signs of comfort)	

Summary Statement

Researcher's name: ________________

II. Group Norms

Observation	Notes	Verify*
A. Formal Norms (List)		
B. Informal Norms (List)		

Summary Statement:

---

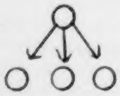
*Verified by interview

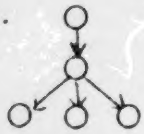
III. Communication, Task Structure and Decision Making

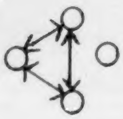
Observation	Notes
A. Illustrate seating pattern (Mark dominants)	

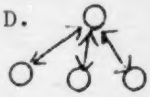
	N	TS	M	D
B. Content (List):				

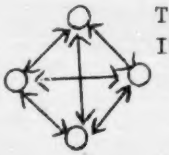
Codes: N = Network Type
TS = Task Structure 1⟶5
M = Minutes Taken
D = Decision Type

A.

Unit Leader Predominated

B.

Expert Predominated

C.

Noninvolved Members

D.

Interaction with Leader

E.

Total Interaction

U = Unilateral
CY = Consensus: Agreement by yea-saying
CS = Consensus by silence
V = Vote
/d = Decision deferred

IV. Group Style

Observation	Notes
Dynamic:	
Static:	

Summary Statement:

V. Leadership Style

		R*
A. Participative		
B. Instrumental		
C. Supportive		
Summary Statement		

*R = Rate according to scale, 1 = low ⟶ 5 = high.

VI. Representation Function of the Unit Leader

Observation	Notes
A. Verbal referral about the IIC.	
B. Compromising and negotiating on the IIC's point of view.	

Summary Statements:

VII. Other Observations:

Schoolwide Observations

Observation	Notes
Cohesiveness A. Informal group congregation	
B. Supportiveness (e.g., sharing of materials and ideas, reinforcement--verbal and physical, etc.)	
C. Socializing (e.g., joking, discussing things other than school)	
D. Concern for comfort (e.g., coffee, candy and other signs of comfort)	

Summary Statement:

Checklist of Descriptive Items

______ Floor plan

______ Organizational description

______ Number of students/staff

______ IMC

______ Specialists list

______ Other special rooms

______ Curriculum materials list

______ Playground

______ Teacher Lounge

______ Other ad hoc committees

______ All components of IGE

- SPC
- League

______ Other IGE schools in district

______ Links with other institutions

______ District description

APPENDIX F

DOCUMENTATION ANALYSIS

DOCUMENTATION ANALYSIS

I & R Unit Records

Analysis of Content According to IGE Model Prescription

	Tally
1. Devising, conducting, and evaluating an instructional program appropriate for each student in the unit.	
2. Managing the use of time, space, equipment, and curricular materials and resources of the unit.	
3. Reporting to parents and utilizing community resources in providing instructional activities.	
4. Engaging in on-the-job inservice training and staff development activities.	
5. Providing clinical experiences for interns and student teachers.	
6. Conducting research and development activities to enhance the learning of each child.	
7. Other functions (specify):	

Summary Statements:

APPENDIX G

INFORMED CONSENT FORM

INFORMED CONSENT FORM

Research Study

Organization for Instruction and Administrative Arrangements:

Administration of Individualized Schooling

The research study in which you are participating is designed to examine functions, processes, and role relationships in schools that emphasize individualized instruction. The purpose of the study is to utilize organizational theory to refine and improve the structure of the school. In conducting the study, researchers will observe meetings, conferences, and instructional activities, and will conduct individual (or group) interviews with administrators, unit leaders, teachers, students, aides, parents, citizens and others regarding their actual (real) expectations and behaviors, as well as their idealized (desired) expectations and behaviors.

The anonymity of all participants is guaranteed and no individual, school, or school district will be identified in any reports of the research. It is expected that the results of this research will be of both theoretical and practical value to the field of education and to the public at large.

The University of Wisconsin-Madison has formally assured the United States Department of Health, Education, and Welfare (DHEW) that it will assure the protection of any human being exposed to risk in any project or program that DHEW or any of its agencies has been requested to support. A copy of this assurance will be made available to you upon request.

There are no known discomforts or risks associated with any of the procedures in which you will participate and such procedures are in conformity with accepted professional practice.

Any questions you may have concerning the procedures to be utilized in this study will be answered. You are free to withdraw your consent and to discontinue participation in this study at any time.

Please sign below to indicate your consent to participate in the study.

______________________	______________________
Subject	Date

APPENDIX H

LETTER OF APPRECIATION

the
Wisconsin
Research and Development Center
for Cognitive
Learning

the University of Wisconsin · 1025 West Johnson Street · Madison, Wisconsin 53706 · (608) 263-4200

LETTER OF APPRECIATION

Dear _______________

We write to thank you very sincerely for the warm and generous way you received and assisted us during our recent visit to your school. Our only disappointment was that we did not have time to meet with everyone. Your willingness to make time available from your very intense daily work schedule was greatly appreciated. We admired so much the dedication of the staff to the interests of the children in your care. The information we were given so freely and the insights we've gained will assist us greatly in our research.

Once again, thank you.

Sincerely,

Colin Moyle and Sandi Kawleski
Research Assistants

Center Planning and Policy Committee

Richard A. Rossmiller
Wayne Otto
Center Co-directors

Wayne Otto
Area Chairperson
Studies in Reading, Language
and Communication

Marvin J. Fruth
Area Chairperson
Studies of Implementation of
Individualized Schooling

Herbert J. Klausmeier
Area Chairperson
Studies of Instructional Programming
for the Individual Student

James M. Lipham
Area Chairperson
Studies of Administration and
Organization for Instruction

Thomas A. Romberg
Area Chairperson
Studies in Mathematics and Evaluation
of Practices in Individualized Schooling

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Psychology

B. Dean Bowles
Professor
Educational Administration

Thomas P. Carpenter
Associate Professor
Curriculum and Instruction

W. Patrick Dickson
Assistant Professor
Child and Family Studies

Marvin J. Fruth
Professor
Educational Administration

John G. Harvey
Professor
Mathematics
Curriculum and Instruction

Frank H. Hooper
Professor
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Dale D. Johnson
Professor
Curriculum and Instruction

Herbert J. Klausmeier
V.A.C. Henmon Professor
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Professor
Educational Psychology

James M. Lipham
Professor
Educational Administration

Dominic W. Massaro
Professor
Psychology

Donald M. McIsaac
Professor
Educational Administration

Wayne R. Otto
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Curriculum and Instruction

Penelope L. Peterson
Assistant Professor
Educational Psychology

Robert G. Petzold
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Music
Curriculum and Instruction

Thomas S. Popkewitz
Associate Professor
Curriculum and Instruction

Gary G. Price
Assistant Professor
Curriculum and Instruction

Thomas A. Romberg
Professor
Curriculum and Instruction

Richard A. Rossmiller
Professor
Educational Administration

B. Robert Tabachnick
Professor
Curriculum and Instruction

J. Fred Weaver
Professor
Curriculum and Instruction

Gary G. Wehlage
Associate Professor
Curriculum and Instruction